

Introduction:

LEA: Cinnabar Charter School **Contact (Name, Title, Email, Phone Number):** Tracie Kern, Superintendent/Principal , tkern@cinnabar.k12.ca.us, (707) 765-4345 **LCAP Year:** 2015-2016

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>Throughout the school year, the School Board was informed and updated about the progress of the LCAP input process and LCAP Committee. The LCAP Committee has five parent representatives, a classified staff, an administrator and Three Association of Cinnabar Teachers (ACT) representatives. Cinnabar Charter LCAP input process involved ELAC, SSC, Leadership Team, Classified Staff during staff meetings, and Certificated Staff during staff meetings. During these input opportunities we gave LCAP training about the LCAP document and process, as well as providing opportunity for engaging stakeholder input</p>	<ol style="list-style-type: none"> 1. Represented stakeholders included parents of SSC and ELAC, classified and certificated staff. 2. Responsibilities were assigned to begin process of LCAP & LCFF Training to stakeholders . 3. Parent representatives were given the opportunity for input in SSC meetings and ELAC meetings and parents at the Public Hearing of the final document on

<p>for the LCAP and using data to inform the input process. See Cinnabar Charter LCAP Stakeholder Input Binder for agendas, minutes, and sign-in documents.</p> <ol style="list-style-type: none"> 1. 6/2/15 – Site Council Meeting with ELAC representative for review of final LCAP. Students gave input on final LCAP for 2015-2016. 2. 6/16/15 Public Hearing on Final LCAP & Budget Draft at school board meeting. 3. 6/23/15 Final LCAP & Budget to School Board for final approval. 4. Superintendent responded in writing to SSC & ELAC stakeholder groups. 	<p>June 16, 2015.</p> <ol style="list-style-type: none"> 4. Responses/input to LCAP: School Board Meetings on 4/7/15, 5/5/15, 6/16/16; SSC Meetings on 4/7/15, 5/5/15, 6/2/15; Classified Meetings on 4/8/15, 4/22/15; Certificated Meetings on 4/8/15, 4/22/15; Leadership Team Meetings on 4/15/15, 4/22/15, 5/27/15; ELAC Meetings on 2/19/15, 4/23/15. 5. Aligned priority for student academic programs and parent input opportunities. Request from stakeholders to continue to develop the multi-tiered system of academic and behavioral support. This was given priority as well as communicating more regularly student academic and behavioral progress with families. STEAMM program recommended to continue. 6. SSC, ELAC, Cinnabar Leadership Team forms the LCAP committees. 7. LCAP Meeting binder is located in the school office for public view. The LCAP binder documents Cinnabar ESD LCAP meeting agendas, minutes, and sign-in documents of any LCAP information. 8. Site Council recommends continuing to develop the Single Plan for Student Achievement/LEA Plan to align with LCAP. 9. Final Draft of LCAP Goals presented to SSC on 6/2/15 and all staff for discussion on 6/3/15. 10. Public Hearing of 2015-2016 LCAP on 6/16/15.
<p>Annual Update: 12/5/15 SCOE LCAP Workshop Attended by Tracie Kern, Superintendent/Principal and Patty Murch, CBO Goals 1- 4 from 2014-2015 LCAP were reviewed by stakeholders groups at meetings:</p> <ol style="list-style-type: none"> 1. 4/7/15 & 5/7/15 – Site Council Meetings reviewing LCAP input & priorities from stakeholder groups. 	<p>Annual Update: New template required. Cinnabar ESD contracted with DTS to provide CDE aligned template for LCAP. Goal 1 - 4 will continue into 2015-2016 LCAP</p> <p>G1 = All students will be proficient in grade-level standards. * Continue with Instructional Assistants for student learning support. * Continue with staff development aligned with CCSS. * Continue Interventions, extended learning time and alignment of CCSS report</p>

2. 4/7/15 & 5/7/15 – School Board Meetings reviewing LCAP input & priorities from stakeholders.

3. 2/19/15 & 4/23/15 – ELAC meetings reviewing, discussing, and providing input to the LCAP.

4. 4/15/15, 4/22/15, 5/27/15 (3:30 - 5:00 p.m.) – Cinnabar Leadership Team meetings reviewing and providing input with prioritization for the LCAP.

5. 4/8/15, 4/22/15 (12:45 - 1:45 p.m.) – Classified Staff Training on LCFF & LCAP and LCAP input.

6. 4/8/15, 4/22/15 (2:00 - 3:30 p.m.) – Certificated Staff Training on LCFF & LCAP and LCAP input.

7. 2/19/14 & 4/7/15 - Student input on educational services and programs in LCAP.

8. Superintendent responded in writing to SSC & ELAC groups.

9. Assessment on goals:

G1 = All students will be proficient in grade-level standards. 64.8% of students were proficient on ELA state standards, 82.3% proficient on math state standards. An instructional assistant gave extra support for EL students and low income students. Staff development day was given to align math curriculum to state standards and for CCSS aligned report card to start for the 2015-2016 school year. Summer school will take place for three weeks in the July, 2015 to give EL and low income students extended learning time on mastering state standards.

G2 = Parents will have appropriate opportunities to be involved in their child's education. ELAC grew by 10 regularly attending family members. All ELAC meetings (4) and materials were translated in spanish.

G3 = Provide a safe & secure learning environment. Positive Behavior Intervention Support began at Cinnabar for 2014 -2105

card.
G2 = Parents will have appropriate opportunities to be involved in their child's education.
* Continue with translation services
G3 = Provide a safe & secure learning environment.
* Anti-bullying program for Cinnabar School is PBIS. Instructional Assistants will support student behavioral learning.
G4 = Student will be engaged in their learning
* Continue to recognize and reinforce perfect attendance. Recognize the need of attendance Rtl; multi-level attendance and tardy intervention.

Cinnabar ESD stakeholders stated they want to continue with the goals and program development and fine-tune practices.

school year.

PBIS Team established with three certificated staff, three classified staff, three parents, one administrator and three 8th grade students. an Instructional Assistant provided behavioral support during each recess for students. 2014-2015 = 0% Expulsion rate; less than 1% suspension rate; PBIS SET Score 44/66 for year one, maintained high percentage of parents reporting safe school satisfaction, maintain 98% - Good FIT score on facilities.

G4 = Student will be engaged in their learning (regular attendance).

Three perfect attendance assemblies took place for each trimester positively recognizing student attendance. 95.6% attendance for 2014-2015 school year.

Chronic absenteeism of 20/179 students at 11%.

10. LCAP Stakeholder Committees agreed to continue with and build capacity for the same four goals for next year. The LCAP committees were satisfied with progress on goals and they want to continue to build each year on the successful actions, programs and interventions.

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).

Action/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?

<p>GOAL 1:</p>	<p>Goal 1: All students will be proficient in grade level standards.</p> <p>All students, including unduplicated and exceptional needs students, will have access to art and music programs.</p> <p>All students, including unduplicated and exceptional needs' students, will have access to a P.E. instructor for additional P.E. instruction (in addition to the required P.E. minutes met by classroom teachers).</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 <u>X</u> 8 <u>X</u></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
<p>Identified Need :</p>	<p>Students need to be proficient in grade level standards. Baseline: 64.8% students proficient in ELA & 82.00% students proficient in Math on state standards (2011) Baseline: EL students CELDT performance for 2013-2104: 22% Advanced, 45% Early Advanced, 27% Intermediate, 5% Early Intermediate, 2% Beginning Baseline: EL students reclassified: 5% Baseline: Teacher mis-assignment is 0%. Baseline: 2015 – 2016 Math CCSS Implementation 80% complete – piloting math CCSS adoption Baseline: 2015 – 2016 ELA CCSS implementation 100% complete – Wonders ELA CCSS Curriculum Baseline: 2015 – 2016 ELD standards implementation 80% complete integration of ELD standards with ELA Baseline for textbook sufficiency – 100% of our students have an adopted core curriculum textbook Baseline: All students, including unduplicated & exceptional needs students, will have access to art and music instruction - 100% of students participated in art instruction with an art instructor & 38% of students participated in music instruction with a music teacher. Baseline: All students, including unduplicated & exceptional needs students, will have access to sports with a P.E. teacher during lunch recess - 2014-2015 school year began lunch recess sports skill building opportunities for grades 1-8 through regularly scheduled tournaments rotating different sports with a P.E. teacher N/A: EAP, A-G, CTE, API, A</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups:</p>	<p>All students</p>

LCAP Year 1: 2015-2016

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase percentage of returning students who are proficient in grade level standards by 3%</p> <p>CELDT score increase 3%</p> <p>RFEP Goal: 10%</p> <p>Increase CELDT level each year until reclassified</p> <p>Maintain teacher mis-assignments at 0%</p> <p>Math CCSS Implementation 100% complete – math pilot leading to full CCSS adoption</p> <p>ELA CCSS implementation 100% complete – Wonders ELA CCSS Curriculum</p> <p>ELD standards implementation 100% complete integration of ELD standards with ELA</p> <p>Textbook sufficiency – 100% of our students have adopted core curriculum textbooks</p> <p>All students, including unduplicated & exceptional needs students, will have access to art and music instruction with an art instructor and music teacher - maintain 100% of student access with art instruction with an art instructor and increase the music teacher position from .33 F.T.E. to .5 F.T.E for 2015-2016 to increase student music access and participation to music instruction with a music teacher (38% of students had access to music instruction by a music teacher).</p> <p>Increase the number of students participating in the lunch recess sports skill building tournaments with a P.E. teacher from 42% of grades 1-8 students participating in at least one tournament to 50% or more student participation</p> <p>100% of Charter School students will be proficient in grade-level P.E. Standards</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1: Provide highly qualified Instructional Assistants for supporting students success with academic and behavior expectations.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1 Provide Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$98,000
1.2 Provide Professional Development in ELD instructional strategies, Step-up-to-Writing, PBIS (Positive Behavior Intervention Supports), Kindergarten CCSS Report Card, Imagine Learning, Reading Eggs, Math Literacy	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.2 Staff Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$28,500
1.3: Provide Intervention Teacher grades 1-5	LEA-wide	<input type="checkbox"/> All	1.3: Intervention Teacher 1000-1999: Certificated Personnel

		OR: <input checked="" 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)	Salaries Supplemental and Concentration \$22,600
1.4: Provide intervention summer school program for low income students and EL students performing below grade level standards.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.4: Summer School for extended learning opportunity and strategic, intensive intervention for students below grade-level in state standards 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$28,000
1.5: Provide Middle School Intervention Teacher/ Instructional Coach grades K-8	LEA-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)	1.5: Middle School Intervention Teacher/ Instructional Coach grades K-8 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$98,000
1.6 Art Program		<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)	1.6 Art Program *(duplicate with district) 5800: Professional/Consulting Services And Operating Expenditures Lottery \$ 10,000
1.7 Music Program	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	1.7 Music Teacher * 1000-1999: Certificated Personnel Salaries Base \$37,003 1.7 Music Supplies * 4000-4999: Books And Supplies Base

		<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	\$500
1.8 Provide P.E. Teacher	LEA-wide	<ul style="list-style-type: none"> <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) 	1.8 P.E. Teacher 2000-2999: Classified Personnel Salaries Base \$31,600
1.9 Provide Highly Qualified Teachers	LEA-wide	<ul style="list-style-type: none"> <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) 	1.9 Provide Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$937,629

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase percentage of returning students who are proficient in grade level standards by 3%</p> <p>CELDT score increase 3%</p> <p>RFEP Goal: 10%</p> <p>Increase CELDT level each year until reclassified</p> <p>Maintain teacher mis-assignments at 0%</p> <p>Math CCSS Implementation 100% complete – math pilot leading to full CCSS adoption</p> <p>ELA CCSS implementation 100% complete – Wonders ELA CCSS Curriculum</p> <p>ELD standards implementation 100% complete integration of ELD standards with ELA</p> <p>Textbook sufficiency – 100% of our students have adopted core curriculum textbooks</p> <p>All students, including unduplicated & exceptional needs students, will have access to art and music instruction with an art instructor and music teacher - maintain 100% of student access with art instruction with an art instructor and increase the music teacher position from .33 F.T.E. to .5 F.T.E for 2015-2016 to increase student music access and participation to music instruction with a music teacher (38% of students had access to music instruction by a music teacher).</p> <p>Increase the number of students participating in the lunch recess sports skill building tournaments with a P.E. teacher from 42% of grades 1-8 students participating in at least one tournament to 50% or more student participation</p> <p>100% of Charter School students will be proficient in grade-level P.E. Standards</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1: Provide highly qualified Instructional Assistants for supporting students success with academic and behavior expectations.	LEA-wide	<p>___ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p>Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	1.1 Provide Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$98,000
1.2 Provide Professional Development in ELD instructional strategies, Step-up-to-Writing, PBIS (Positive Behavior Intervention Supports), Kindergarten CCSS Report Card, Imagine Learning, Reading Eggs, Math Literacy	LEA-wide	<p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p>Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	1.2 Staff Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$28,500
1.3: Provide Intervention Teacher grades 1-5	LEA-wide	All	1.3: Intervention Teacher 1000-1999: Certificated Personnel

		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Salaries Supplemental and Concentration \$22,600
1.4: Provide intervention summer school program for low income students and EL students performing below grade level standards.	LEA-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	1.4: Summer School for extended learning opportunity and strategic, intensive intervention for students below grade-level in state standards 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$28,000
1.5: Provide Middle School Intervention Teacher/ Instructional Coach grades K-8	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1.5: Middle School Intervention Teacher/ Instructional Coach grades K-8 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$98,000
1.6 Art Program		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	1.6 Art Program *(duplicate with district) 5800: Professional/Consulting Services And Operating Expenditures Lottery \$ 10,000
1.7 Music Program	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners	1.7 Music Teacher * 1000-1999: Certificated Personnel Salaries Base \$37,003 1.7 Music Supplies * 4000-4999: Books And Supplies Base

		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	\$500
1.8 Provide P.E. Teacher	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils <input type="checkbox"/> English Learners Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	1.8 P.E. Teacher 2000-2999: Classified Personnel Salaries Base \$31,600
1.9 Provide Highly Qualified Teachers	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1.9 Provide Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$937,629

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase percentage of returning students who are proficient in grade level standards by 3%</p> <p>CELDT score increase 3%</p> <p>RFEP Goal: 10%</p> <p>Increase CELDT level each year until reclassified</p> <p>Maintain teacher mis-assignments at 0%</p> <p>Math CCSS Implementation 100% complete – math pilot leading to full CCSS adoption</p> <p>ELA CCSS implementation 100% complete – Wonders ELA CCSS Curriculum</p> <p>ELD standards implementation 100% complete integration of ELD standards with ELA</p> <p>Textbook sufficiency – 100% of our students have adopted core curriculum textbooks</p> <p>All students, including unduplicated & exceptional needs students, will have access to art and music instruction with an art instructor and music teacher - maintain 100% of student access with art instruction with an art instructor and increase the music teacher position from .33 F.T.E. to .5 F.T.E for 2015-2016 to increase student music access and participation to music instruction with a music teacher (38% of students had access to music instruction by a music teacher).</p> <p>Increase the number of students participating in the lunch recess sports skill building tournaments with a P.E. teacher from 42% of grades 1-8 students participating in at least one tournament to 50% or more student participation</p> <p>100% of Charter School students will be proficient in grade-level P.E. Standards</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1: Provide highly qualified Instructional Assistants for supporting students success with academic and behavior expectations.	LEA-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	1.1 Provide Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$98,000
1.2 Provide Professional Development in ELD instructional strategies, Step-up-to-Writing, PBIS (Positive Behavior Intervention Supports), Kindergarten CCSS Report Card, Imagine Learning, Reading Eggs, Math Literacy	LEA-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	1.2 Staff Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$28,500
1.3: Provide Intervention Teacher grades 1-5	LEA-wide	All	1.3: Intervention Teacher 1000-1999: Certificated Personnel

		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	Salaries Supplemental and Concentration \$22,600
1.4: Provide intervention summer school program for low income students and EL students performing below grade level standards.	LEA-wide	<p>All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>1.4: Summer School for extended learning opportunity and strategic, intensive intervention for students below grade-level in state standards</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$28,000</p>
1.5: Provide Middle School Intervention Teacher/ Instructional Coach grades K-8	LEA-wide	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	1.5: Middle School Intervention Teacher/ Instructional Coach grades K-8 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$98,000
1.6 Art Program		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	1.6 Art Program *(duplicate with district) 5800: Professional/Consulting Services And Operating Expenditures Lottery \$ 10,000
1.7 Music Program	LEA-wide	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners</p>	<p>1.7 Music Teacher * 1000-1999: Certificated Personnel Salaries Base \$37,003</p> <p>1.7 Music Supplies * 4000-4999: Books And Supplies Base</p>

		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	\$500
1.8 Provide P.E. Teacher	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	1.8 P.E. Teacher 2000-2999: Classified Personnel Salaries Base \$31,600
1.9 Provide Highly Qualified Teachers	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	1.9 Provide Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$937,629

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

GOAL 2:	<p>Goal 2: All parents, including parents of unduplicated and exceptional needs' students, will be provided with appropriate opportunities to be involved in their students' education.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
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Identified Need :	<p>Parents need to be involved in their students' education in order for students to be successful Baseline: Parent involvement in the four ELAC meetings averaged 15 parents/meeting for 2014-2015 school year. Baseline: Parent Involvement in Cinnabar Education Foundation (PTO) averaged 5 parents/meeting for the 2014-2015 school year. Baseline: ELAC & CEF/PTO collaborated on 1 school function for the 2014-2015 school year. Baseline: Parent Liaison position established to provide parent outreach and increase opportunities for all parent involvement, including parents of unduplicated and exceptional needs' students, to increase involved in their students' education - 1 highly qualified staff member designated as parent liaison for 2015-2016.</p>
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Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	Low Income & EL

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<p>Increase parent involvement of ELAC meetings by 20% Increase parent involvement of CEF/PTO by 20% Increase ELAC & CEF/PTO Collaboration on school functions by 50% Parent Liaison Position established - 100%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: Provide Parent Outreach	LEA wide	<input type="checkbox"/> All OR: <input checked="" 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)	2.1: Parent Outreach 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,128

	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Increase parent involvement of ELAC meetings by 20% Increase parent involvement of CEF/PTO by 20% Increase ELAC & CEF/PTO Collaboration on school functions by 50% Parent Liaison Position established - 100%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: Provide Parent Outreach	LEA wide	<input type="checkbox"/> All OR: <input checked="" 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)	2.1: Parent Outreach 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,128
	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Increase parent involvement of ELAC meetings by 20% Increase parent involvement of CEF/PTO by 20% Increase ELAC & CEF/PTO Collaboration on school functions by 50% Parent Liaison Position established - 100%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: Provide Parent Outreach	LEA wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	2.1: Parent Outreach 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,128
	LEA-wide	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	

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

GOAL 3:	Goal 3: Provide a safe, secure environment for students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Students need to feel safe and secure in order to be successful. Metric: Expulsions baseline: 0% for the 2014-2015 school year Suspensions baseline was less than 1% for the 2014-2015 school year PBIS School-wide Evaluation Tool (SET) baseline: 44% / 66% for the 2014-2015 school year (year 1 in PBIS implementation and year 1 SET score) FIT Score Baseline: Average of 98% & School Rating = Good
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: Low income & EL
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Maintain zero expulsion rate of 0% Maintain low suspension rate at less than 5% Increase Positive Behavior Intervention Supports (PBIS) Schoolwide Evaluation Tool by 10% in each category. Maintain FIT Score Average of 98% & School Rating = Good
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1: School Counselor to help facilitate and support PBIS to support student pro-social skill development.	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.1: Provide a School Counselor. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$16,500

	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Maintain zero expulsion rate of 0% Maintain low suspension rate at less than 5% Increase Positive Behavior Intervention Supports (PBIS) Schoolwide Evaluation Tool by 10% in each category. Maintain FIT Score Average of 98% & School Rating = Good
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1: School Counselor to help facilitate and support PBIS to support student pro-social skill development.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1: Provide a School Counselor. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$16,500

	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Maintain zero expulsion rate of 0% Maintain low suspension rate at less than 5% Increase Positive Behavior Intervention Supports (PBIS) Schoolwide Evaluation Tool by 10% in each category. Maintain FIT Score Average of 98% & School Rating = Good		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1: School Counselor to help facilitate and support PBIS to support student pro-social skill development.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	3.1: Provide a School Counselor. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$16,500

		(Specify)	
	LEA-wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
	LEA-wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

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

GOAL 4:	Goal 4: All students, including unduplicated and exceptional needs' students, will be engaged in their learning. In order for students to be engaged in their learning they need to be at school everyday and on time to their learning day.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Students need to be engaged in their learning in order to be successful. Metric: Attendance baseline: 95.46% for 2014-2015 school year Chronic Absenteeism baseline: 17% for 2014-2015 school year Middle School & High School drop-out rates not applicable. High School graduation rates not applicable.
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: Low Income & EL
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Charter will maintain high attendance rate at 96% or higher Charter will maintain low chronic absenteeism at less than 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1: School Counselor and Superintendent/Principal will develop an Rtl Attendance Model and System. The school counselor will support students and families needing tier 2 and 3 support for regular attendance.	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4.1: Provide School Counselor to support regular student attendance. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$16,500

	LEA 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)	
	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	District will maintain high attendance rate at 96% or higher. District will maintain low chronic absenteeism at less than 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1: School Counselor and Superintendent/Principal will develop an RtI Attendance Model and System. The school counselor will support students and families needing tier 2 and 3 support for regular attendance.	LEA wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.1: Provide School Counselor to support regular student attendance. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$16,500
	LEA wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
	LEA wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
	LEA wide	_ 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)	
	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	District will maintain high attendance rate at 96% or higher. District will maintain low chronic absenteeism at less than 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1: School Counselor and Superintendent/Principal will develop an Rtl Attendance Model and System. The school counselor will support students and families needing tier 2 and 3 support for regular attendance.	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4.1: Provide School Counselor to support regular student attendance. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$16,500
	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

		<ul style="list-style-type: none"> _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
	LEA wide	<ul style="list-style-type: none"> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
	LEA wide	<ul style="list-style-type: none"> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
	LEA wide	<ul style="list-style-type: none"> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Goal 1: All students will be proficient in grade level standards. All students, including unduplicated and exceptional need's students, will have access to art instruction with an art instructor and music instruction with a music teacher.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	Increase percentage of returning students who are proficient in grade level standards by 3% CELDT score increase RFEP Goal: Increase CELDT level each year until reclassified Maintain teacher mis-assignments at 0% Investigate and pilot CCSS Math materials.	Actual Annual Measurable Outcomes: Student standards proficiency was tracked by ESGI, Reading Eggs, and Imagine Learning. These were academic data tracking services implemented in the 2014-2015 school year in order to determine student academic progress. 64.8% students at grade-level for ELA 82.3% students at grade-level for Mathematics CELDT Scores: 67% EA or Advanced Highly Qualified Teachers maintained at 0% mis-assignments Math Pilot Adoption began in 2014-2015 school year and will continue through the 2015-2016 school year until a successful pilot leads to an adoption by the district.	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1: Provide highly qualified teachers.	1.1: Highly qualified teachers LCFF \$900,015		1.1: Highly qualified teachers 1000-1999: Certificated Personnel Salaries Base \$ 989,816
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR:		<input checked="" type="checkbox"/> All OR:	

<ul style="list-style-type: none"> <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) 		<ul style="list-style-type: none"> <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>1.2: Provide instructional assistants to assist teachers in classrooms.</p>	<p>1.2 Instructional assistant Title I \$17,931</p>	<p>1.2 Provide instructional assistants to assist teachers in classrooms.</p>	<p>1.2 Instructional assistant</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" 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>1.3: Provide Professional Development</p>	<p>1.3: Using staff development days and release time, teachers will strengthen their knowledge of CCSS and work to align classroom materials to CCSS. 1000-1999: Certificated Personnel Salaries Supplemental \$22,200</p>	<p>1.3 Professional Development</p>	<p>1.3 Professional Development for NGSS & ELD Standards 1000-1999: Certificated Personnel Salaries Title I \$13,563</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" 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>1.4: Provide CCSS aligned materials</p>	<p>1.4: Adapt current classroom</p>	<p>1.4 Staff Development day was</p>	<p>1.4 Staff Development Day in August,</p>

	materials, choose math curriculum for next year's adoption	provided aligning Envision Math Curriculum to state math standards	2014
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.5: Provide CC based assessments and report cards</p>	<p>1.5: District will develop and pilot new report cards aligned to CCSS.</p> <p>District will develop new benchmarks for existing local Language Arts and Math assessments to align with CCSS</p> <p>District will provide Teacher release days for development of report cards and assessments</p>	<p>1.5 District partnering with HCOE CCSS Report Card for TK-K for 2015-2016 and piloting grades 1 and 2</p>	<p>1.5 District partnering with HCOE CCSS Report Card for TK-K for 2015-2016 and piloting grades 1 and 2</p> <p>District is working with SchoolWise to develop grades 4-8 CCSS Report Card for 2015-2016 School Year</p> <p>District CCSS report cards will be piloted in 2015-2016</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For low income pupils:</p> <p>1.6 Provide intervention services for low income students and those students performing below grade level standards.</p>	<p>1.6: Provide necessary hours per week of Language Arts and/or Math intervention services by credentialed teachers and/or other trained staff, based on data from local assessments and teacher input.</p>	<p>For low income pupils:</p> <p>1.6 Provide intervention services for low income students and those students performing below grade level standards.</p>	<p>1.6 Reading Eggs Implemented in grades TK-6, AR & AM Implemented in grades 2-8, Imagine Learning Implemented grades K for intervention and student academic achievement data. Instructional Aides in classrooms</p>

	<p>Provide learning materials such as Imagine Learning/Reading Egg 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$60,224</p>		<p>TK-5 and on playgrounds for behavior support. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3000-3999: Employee Benefits Supplemental and Concentration 1.6 Total Cost Supplemental and Concentration \$84,544</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.7 Provide intervention services for students with disabilities</p>	<p>1.7: Provide staffing for services for students with disabilities LCFF \$88,200</p>	<p>1.7 Provide intervention services for students with disabilities</p>	<p>1.7 Built ERMHS Team with support staff beginning in 2015-2016 & Expert on serving students on the continuum begins in 2015-2016 to work with staff and support students 2000-2999: Classified Personnel Salaries Base \$251,843</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Special Education Students</p>	

<p>Special Education Students</p> <p>For English learners and redesignated fluent English proficient pupils:</p> <p>1.8: EL students will receive supplemental academic support through the services provided by our credentialed Intervention/ELD teacher</p>	<p>1.8: ELD Software and designated ELD time 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,000</p> <p>1.8 ELD Teacher & designated ELD time 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 72,904</p>	<p>1.8 ELD & Intervention Teacher</p>	<p>1.8 ELD & Intervention full-time for 2014-2015 school year - Multi-funded teacher 1000-1999: Certificated Personnel Salaries Title I \$ 57,596</p> <p>Multi-funded Teacher 1000-1999: Certificated Personnel Salaries Title III \$8,280</p> <p>Multi-funded Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$16,559</p> <p>1.8: ELD Software and designated ELD time 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$11,036</p>
<p>Scope of Service: LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><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 and/or changes to goals?</p>	<p>Goal 1: All students will be proficient in grade-level standards.</p> <p>Metric: Annual Measured Outcome of 3% increase in proficiency of standards: 64.8% ELA Proficient & 82.3% Math Proficient.</p> <p>Metric: Annual Measured Outcome of 10% EL students reclassified: 5% of EL students reclassified.</p> <p>Metric: Annual Measured Outcome of 0% of mis-assigned teachers maintained.</p> <p>Metric: Annual Measured Outcome of Math pilot adoption - continue with piloting math CCSS curriculum for one more year before adopting.</p> <p>Metric: Annual Measured Outcome of maintaining all students participating in music and art programs - 100% Charter students had access and participated in art with an art instructor; 38% of Charter students participated in music instruction with a music teacher.</p>		

	<p>Evaluation of effectiveness on meeting Goal 1: All students will be proficient in grade-level standards. The LCAP Stakeholder groups reviewed student assessment data trends and determined that the actions of providing: highly qualified teachers, instructional assistants, professional staff development, beginning the process aligning and adopting CCSS report card and math curriculum was effective in making progress on goals towards student proficiency on grade-level standards.</p> <p>Justification for continuing with Goal 1 for 2015-2016, "All students will be proficient in grade-level standards". In reviewing academic gains made by students based upon the actions and services executed in the 2014-2015 school year, the LCAP committee/stakeholders want to continue to build on this success and continue to improve in student achievement towards all students being proficient at grade-level standards.</p> <p>Justification for continuing with Goal 1 for 2015-2016, "All students, including unduplicated and exceptional need's students, will have access to art instruction with and art instructor and music instruction with a music teacher". In order to grow our arts and music program, the LCAP committees agreed to have student access to music and art instruction as a priority.</p>
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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.

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 2 from prior year LCAP:	Goal 2: Parents will be provided with appropriate opportunities to be involved in their students' education	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Low Income & EL		
Expected Annual Measurable Outcomes:	Increase parent involvement by 5% Percentage of return of Site Council Survey 25% Increase percentage of parent involvement in school functions 60%	Actual Annual Measurable Outcomes: Parent involvement increased in ELAC and CEF/PTO. ELAC grew from 5 parents to 15 parents. CEF/PTO grew by three parents. ELAC & PTO Parents collaborated on a family lunch day at school: 7 ELAC & 5 CEF members collaborated to facilitate the event; 2/3rd of families participated = 66% No SSC survey was given or collected - 0%	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1: Meet with and survey existing parent groups to share school needs and to determine what opportunities parents consider appropriate. Years 2 and 3: Evaluate previous year's participation; consult with parent groups again to adjust opportunities as needed.	2.1: Use information from Site Council Parent Surveys, along with input from ELAC, Cinnabar School Education Foundation meetings, and school staff to provide parents with opportunities to be involved in their students' education.	2.1 SSC, ELAC, and CEF/PTO meetings throughout the year provided input opportunities addressing parent involvement and increasing parent participation and engagement with their child's learning. The input was given to SSC and the school leadership team to continue with our current practices and improve upon them.	2.1 SSC, ELAC & CEF/PTO Meetings

<table border="1"> <tr> <td>Scope of Service</td> <td>LEA wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA-wide	
Scope of Service	LEA wide						
Scope of Service	LEA-wide						
<p>For English learners and redesignated fluent English proficient pupils: 2.2: Provide translation services for Spanish speaking parents</p>	<p>2.2: Translation services 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,500</p>	<p>2.2: Provide translation services for Spanish speaking parents</p>	<p>2.2 Translation Services Provided 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$7,672</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<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>Goal 2: Parents will be provided with appropriate opportunities to be involved in their students' education.</p> <p>Metric: Expected Annual Measured Outcome of 5% increase in parent involvement was met: ELAC grew from 5 to 15 parents - 200% increase & CEF/PTO grew 200% in the 2014-2015 school year.</p> <p>Metric: Expected Annual Measured Outcome of increasing parent involvement at school functions: ELAC & CEF/PTO Collaboration on a school family event grew 100% from previous year; families attending school events increased from 60% to 66% (4% overall).</p> <p>Metric: Expected Annual Measured Outcome of 25% of School Site Council Surveys returned. No SSC surveys were given - 0% of parent surveys. Parent input opportunities were established instead as part of ELAC, SSC, CEF/PTO and PBIS meeting norms.</p> <p>Evaluation of effectiveness on meeting Goal 2: Parents will be provided with appropriate opportunities to be involved in their students' education. The LCAP Stakeholder groups determined that the actions of providing translation services for spanish</p>						

speaking parents was effective for inclusion in parent meetings and parent involvement in school activities and is a critical component for increasing ELAC participation. The LCAP stakeholders also evaluated the effectiveness of parent input meeting norms versus parent surveys. Parent representatives will have opportunities for stakeholder input for every stakeholder meeting and this information will inform school practices in a more responsive manner than survey information. Increasing parent involvement in school functions increased from 60% to 66% due to increased avenues of parent communication using parent robo-calls, school website event calendar, increasing newsletters from once per month to twice per month and the use of Thursday envelopes home - all modes of parent communication was translated into spanish by our school translator.

Justification for continuing with Goal 2 for 2015-2016, "Parents will be provided with appropriate opportunities to be involved in their students' education". In reviewing parent participation gains based upon the actions and services provided in the 2014-2015 school year; the LCAP committee/stakeholders want to continue to build on this success for the 2015-2016 school year by continuing to provide translation services, as well as adding an expected annual measured outcome for increasing ELAC by 20% and CEF/PTO by 20% as well as increasing ELAC & CEF/PTO collaboration in school functions by 50%.

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.

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 3 from prior year LCAP:	Goal 3: Provide a safe, secure environment for students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Low income & EL		
Expected Annual Measurable Outcomes:	Maintain zero expulsion rate Maintain low suspension rate Maintain or increase high percentage of parents who agree or strongly agree that their child feels safe at school Maintain exemplary rating for all facilities	Actual Annual Measurable Outcomes: Zero expulsion rate for 2015-2016 One suspension for 2015-2016 CHKS will be given for 2015-2016 for student input of feeling safe at school. FIT facilities rating maintained - FIT Average score of 98% and rating 'Good'. PBIS (Positive Behavior Intervention Supports) started in 2014-2015 school year with PBIS team composed of certificated and classified staff, parents, and administrator. The PBIS Team is to meet monthly using behavior data to ensure a positive school culture and climate so that all parents agree their child feels safe at school.	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1: Solicit parent input through surveys and parent meetings (ELAC, Site Council, etc.); address concerns as needed	3.1: Gather data from Site Council Parent surveys and input solicited from stakeholders	3.1 Input given at SSC meetings, ELAC meetings, CEF/PTO meetings and PBIS Team meetings for the 2014-2015 school year and the information collected in minutes and discussed at SSC meetings on improving practice of parent involvement and engagement.	3.1 Parent input gathered at ELAC, SSC, CEF/PTO and PBIS Meetings.

Scope of Service LEA-wide		Scope of Service LEA-wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.2: Continue Character education as is currently embedded in every classroom	3.2: Provide all new staff with Character Education info, training and orientation. Student of the Week character recognition assemblies continue as a way of recognizing students who demonstrate exemplary understanding of each week's highlighted character trait. \$100		3.2 Life Skills - our character education program was taught in every classroom and students recognized at weekly student assemblies.
Scope of Service LEA-wide		Scope of Service LEA-wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.3: Provide students with specific anti-bullying curriculum and awareness through assemblies and other school wide activities	3.3: Provide three assemblies each year, one per trimester, focused on anti-bullying or bully awareness. Incorporate any and all classroom materials that go along with the assemblies.	3.3 PBIS adopted as our school's bullying prevention program. Weekly student assemblies are conducted teaching PBIS principles.	PBIS Consultant 5000-5999: Services And Other Operating Expenditures Other \$25,000
Scope of Service LEA-wide		Scope of Service LEA-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)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Goal 3: Provide a safe, secure environment for students.</p> <p>Expected Annual Measurable Outcomes: Maintain zero expulsion rate = 0% student expulsion Maintain low suspension rate = One student suspended for 2014-2015 school year. Maintain or increase high percentage of parents who agree or strongly agree that their child feels safe at school = PBIS Team established with parent members to ensure continuation of positive culture and climate. Maintain exemplary rating for all facilities = FIT rating maintained of FIT average score of 98% and rating of 'Good'.</p> <p>Evaluation of effectiveness of goal 3: provide a safe, secure environment for students. The LCAP stakeholder groups have requested the continuation of goal 3 to further build the Behavioral Rtl capacity ensuring a positive culture and climate continues so all parents feel their child is safe at school. The District currently maintains a low expulsion and suspension rate, as well as safe facilities. CHKS will need to be included into the practices of the District in order to evaluate the feeling of safety among students. Behavioral data system will need to be integrated in order to disaggregate the behavioral data to compare with the CHKS information.</p> <p>Justification to continue with Goal 3 for the next school year: the next level of PBIS integration as well as CHKS information is needed to provide timely data to respond to student behavioral needs and students feeling safe at school. The recommendation is to continue with goal three.</p>		

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Original GOAL 4 from prior year LCAP:	Goal 4: Students will be engaged in their learning in order to be successful.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: all Applicable Pupil Subgroups: Low Income & EL		
Expected Annual Measurable Outcomes:	Cinnabar Charter will maintain high attendance rate. Cinnabar Charter will decrease the number of tardies by 5% Cinnabar Charter will maintain required Physical Fitness minutes Maintain access rate to art, music, library, technology, and P.E	Actual Annual Measurable Outcomes: For 2014-2015: Cinnabar Charter attendance rate = 95% Chronic Absenteeism = 17% Tardies increased by 1% Charter met P.E. Minutes for each grade-level Charter increased art and music instruction with two part-time art instructors and a part-time music instructor and maintained the librarian and P.E. instructors hours. Computers were added to grades TK-3.	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1: Present information to parents about how tardiness impacts student performance (include information in school newsletter each month, presentations at ELAC and other parent meetings etc)	4.1: Disseminate information to parents.	4.1: The importance of being at school and on-time was discussed in the newsletter and parent meetings as well as weekly student assemblies.	4.1: Disseminate information to parents
Scope of Service	LEA wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	

<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>4.2: Present perfect attendance awards at monthly assemblies (perfect attendance means no absences, no tardies)</p>	<p>4.2: Perfect attendance awards.</p>	<p>4.2 Perfect attendance awards given out at each trimester student awards assemblies.</p>	<p>4.2 Perfect attendance awards.</p>
<p>Scope of Service LEA wide</p>		<p>Scope of Service LEA-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><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>4.3: Provide students with a scoped and sequenced physical fitness program</p>	<p>4.3: SPARK Summer Institute LCFF \$2700 4.3 P.E. Instructor 2000-2999: Classified Personnel Salaries Base \$20,250</p>	<p>4.3 SPARK Training was provided by the P.E. instructor at the August, 2014 staff development.</p>	<p>4.3 SPARK Training from P.E. Instructor 2000-2999: Classified Personnel Salaries Base \$160 4.3 P.E. Instructor 2000-2999: Classified Personnel Salaries Base \$21,301</p>
<p>Scope of Service LEA wide</p>		<p>Scope of Service LEA-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><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>4.4: Provide access to a full range of courses by providing additional instruction in music, art, and library</p>	<p>4.4: Art, Music, and Library instructors 2000-2999: Classified Personnel Salaries LCFF \$24,300</p>	<p>4.4 Regular music and art instruction occurred during the 2014-2015 school year. A librarian provided library access for students.</p>	<p>Art & Music Instructors 2000-2999: Classified Personnel Salaries Base \$17,130 Art & Music Instructors 2000-2999: Classified Personnel Salaries Lottery \$9,837 Librarian 2000-2999: Classified Personnel Salaries Base \$10,000 Librarian 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,517</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.5 Maintain computers/technology for student access to computer literacy and computer-based intervention programs</p>	<p>4.5 Computer maintenance & infrastructure development 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$58,400</p>	<p>4.5 Maintain computers/technology for student access to computer literacy and computer-based intervention programs</p>	<p>4.5 Computer maintenance & infrastructure development 2000-2999: Classified Personnel Salaries Base \$58,570</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><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 and/or changes to goals?</p>	<p>Goal 4: Students will be engaged in their learning in order to be successful.</p> <p>Expected Annual Measurable Outcomes: Charter will maintain high attendance rate = 2014-2015 attendance rate = 95% with Chronic absenteeism of 17% Charter will decrease the number of tardies by 1% = Charter tardies increased 1% in 2014-2015 Charter will maintain required Physical Fitness minutes = Required P.E. minutes met. Maintain access rate to art, music, library, technology, and P.E = Art, music, and technology services to students rate and access increased for 2014-2015 with library maintaining the same rate/access. - 100% of Charter School students had access and participated in art instruction with an art instructor and 38% of Charter School students participated in music instruction with a music teacher.</p> <p>Evaluation of Effectiveness by LCAP Stakeholders: Charter attendance and chronic absenteeism rates need to be improved. Even though progress on overall goals occurred, the expectation is that if excellent attendance rates are not met, student learning suffers. District ensuring all students access art, music, technology, library and P.E. to enhance their education and increase motivation to attend school has happened at an increased rate from the following year.</p> <p>Justification of maintaining and narrowing focus of goal for 2014-2015 to: "Students will be engaged in their learning in order to be successful. In order for students to be engaged in their learning they need to be at school everyday". The LCAP committee recommends focusing on student attendance and establishing services and programs for attendance Rtl so that all students have excellent attendance of at least 96% with less than 5% chronic absent students and 5% decrease in student tardies.</p>
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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>\$310,800</u>
The LEA’s funds for the LCAP year 2015-16 is \$310,800	
The district plans to use 100% of supplemental and concentrated funds on 70% low income students and EL students (53%) for the following:	
Staff Development: November (1), December (1)	\$18,000 {training on universal access to the core curriculum for low income & EL students}
Staff Develop in August (3 days)	\$10,500 {training on ensuring low income & EL students master grade-level content standards}
School Counselor	\$33,000
Parent Outreach	\$3,128
Instructional Coach/Intervention Teacher	\$98,000
Instructional Assistants	\$98,000
Summer School	\$28,000
Intervention Teacher	\$22,600

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.

18.6	%
0	

The percentage by which services for unduplicated pupils must be increased or improved, as compared to the services provided by all pupils, is 18.60%. We are using the full amount of our supplemental/concentration grant for our unduplicated students. This amount divided by our base grant equals 18.60%. We have increased and improved our services for unduplicated students by \$372,000.

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).