

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

Introduction:

LEA: Kid Street Charter Contact: Kathleen Mallamo, Director, kathleenm@kstreet.org, 707-525-9223 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 the information was 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
February 4 th , 2015- Open meeting for all community members for input. Notification sent through automated Call System and on web-site. Survey for priorities was conducted.	Surveys collected
February 11 th , 2015- Priorities survey was conducted with the Board of Directors.	Surveys collected
February 23 rd , 2015. Survey results were analyzed.	High and extremely high priorities were recorded within each of the 5 goals.

<p>April 8th, 2015. LCAP Summary reviewed with the Board</p> <p>April 13th, 2015 LCAP Summary reviewed with parents and guardians</p> <p>May 13th, LCAP reviewed by Board.</p> <p>May 27th, Professional Learning Community meeting to focus on LCAP Goal number two- attended by faculty and interventionist.</p> <p>June 3rd- Open meeting for all community members, notification sent out over One Call.</p>	<p>The highest priority areas to better meet our 5 goals for our school community are: <u>Engagement</u>- PE Instruction, lockers <u>Academic Achievement</u>- Science curriculum and PD, Teachers' aides <u>Basic Needs</u>- Group counseling for students <u>Family engagement</u>- No high priority items <u>Technology</u>- More devices, wireless in more rooms</p> <p>1 to 1 device ratio action added to Goal number 5.</p> <p>Yard Duty and teacher assistants were of the highest priority among the parents present. They support the hires in the present LCAP summary.</p> <p>Board would like to add actions for water coolers in classrooms and salad bar program to increase general health of students. These actions were added.</p> <p>Group would like the following professional development actions: Maker's Movement certification, Help for Billy continued training to assist with educating traumatized youth and continued PD in STEAM.</p> <p>Actions to purchase specific science, ELA, and math curriculum were added.</p> <p>Parents in attendance reiterated their request for yard duty and teachers' assistants and also</p>
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<p>June 13th-June 19th Public Inspection Period in school office</p> <p>June 24th -Budget and LCAP Public Hearing and Board adoption.</p>	<p>requested improved PE instruction and “More art” such as the community artist project completed this year with Ellen Blakely Studios. Action for contracted Art Coordinator was added along with PE assistant.</p>
<p>Annual Update:</p> <p>November 17th- December 8th- Data used for measurable outcomes collected from academic metrics, attendance office, counseling program, and food program.</p> <p>December 9th, 2014- Professional Learning Community meeting. Those in attendance were all faculty, teachers’ assistant, and principal. A brainstorming activity was conducted that focused on student achievement and engagement.</p> <p>December 15th-, 2014-Phone survey conducted to gather information from parents and guardians regarding goal #3 (basic services, cleanliness of building)</p> <p>February 6th, 2015- Director met with counselor to discuss progress on meeting holistic mental health of students in need.</p>	<p>Annual Update:</p> <p>Recorded on Annual Update</p> <p>S.T.E.A.M. (science, technology, engineering, art, and math) needs were listed and will be considered in the development of annual goals and services.</p> <p>We exceeded our goal in this area (79%) and will be maintaining our basic services action regarding our cleaning service. We may also need to make additional aesthetic upgrades to come closer to 100%.</p> <p>Increased counseling services, specifically group sessions were noted as an area that needs more funding.</p>

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?

Expected Annual Measurable Outcomes:	1a. 94% Attendance rate		
	1b. Reduce chronically absent percent to 15% or less		
	1c. Reduce suspension rate to 4% or less		
	1d. Maintain 0% expulsion rate		
	1e. All students will have access to music, art, and PE instruction		
	1f. Students will have off campus learning experiences at least 3 times throughout the year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a. School Pride Program and Incentives: Attendance and achievement awards, Logo Wear, Food and Drinks	Charter wide	<input checked="" type="checkbox"/> ALL	\$3,300.00 Objects: 4000-5999 Supp/Conc
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1c. Social and Emotional Support Program: ToolBox training, Lifeskill education materials.	Charter wide	<input checked="" type="checkbox"/> ALL	\$1,900.00 Objects: 4000-5999 Supp/Conc
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1e. Enrichment Course Access: PE instruction by part time classified employee, Art In Action program, Professional Artists Coordinator who brings artists into the school(contractured service), Summer enrichment program.	Charter wide	<input checked="" type="checkbox"/> ALL	\$25,200.00 Objects: 2000-5999 Supp/Conc
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1f. Authentic Education Program: STEAM based Fieldtrips for all classroom, transportation and school vehicle costs.	Charter wide	<input checked="" type="checkbox"/> ALL	\$8,000.00 Objects: 4000-5999 Supp/Conc
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1a-1e Maintain After School Program: Staff, supplies, materials, facilities, Partial Certificated Teacher salaries for Academic support during ASP program.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$112,500.00 Objects: 1000-5999 ASES
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	1a. 95% Attendance rate		
	1b. Reduce chronically absent percent to 14% or less		
	1c. Reduce suspension rate to 3% or less		
	1d. Maintain 0% expulsion rate		
	1e. All students will have access to music, art, and PE instruction		
	1f. Students will have off campus learning experiences at least 4 times throughout the year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a. School Pride Program and Incentives: Attendance and achievement awards, Logo Wear, Food and Drinks	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,000.00
1c. Social and Emotional Support Program: ToolBox replacement materials, Lifeskill education materials.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$500.00
1e. Enrichment Course Access: Maintain PE	Charter	<input checked="" type="checkbox"/> ALL	\$27,000.00

instruction by part time classified employee, Maintain Art In Action program, Maintain Professional Artists Coordinator who brings artists into the school(contractured service), Summer enrichment program.	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1f. Authentic Education Program: STEAM based Fieldtrips for all classroom, transportation and school vehicle costs.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000.00
1a-1e Maintain After School Program: Staff, supplies, materials, facilities, Partial Certificated Teacher salaries for Academic support during ASP program.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$120,000.00

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1a. 96% Attendance rate
	1b. Reduce chronically absent percent to 12% or less
	1c. Reduce suspension rate to 2% or less
	1d. Maintain 0% expulsion rate
	1e. All students will have access to music, art, and PE instruction
	1f. Students will have off campus learning experiences at least 6 times throughout the year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a. School Pride Program and Incentives: Attendance and achievement awards, Logo Wear, Food and Drinks	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000.00

1c. Social and Emotional Support Program: ToolBox replacement materials, Lifeskill education materials.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$600.00
1e. Enrichment Course Access: maintain PE instruction by part time classified employee, Maintain Art In Action program, Maintain Professional Artists Coordinator who brings artists into the school(contractured service), Summer enrichment program.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$12,000.00
1f. Authentic Education Program: STEAM based Fieldtrips for all classroom, transportation and school vehicle costs.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$12,000.00
1a-1e Maintain After School Program: Staff, supplies, materials, facilities, Partial Certificated Teacher salaries for Academic support during ASP program.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$130,000.00

2. Students will achieve academic excellence

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

Identified Need :	<u>Need</u>		
	Students need to be proficient in Core subjects in order to be successful		
Identified Need :	<u>Metrics</u>		
	2a. ELA proficiency in DIBELS and Amplify Skills 2b. Math proficiency in enVision Core and Eureka Math 2c. CELDT EL reclassification rate 2d. Teacher mis-assignments 2e. Access to CCSS aligned ELA and Math curriculum materials 2f. Access to NGSS Curriculum 2g. Access to intervention services through Rtl program		
Goal Applies to:	Schools:	LEA	
	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	2a. 32% of students will reach ELA proficiency CORE level by year's end		
	2b. A minimum of 42% of students will reach math proficiency by year's end		
Expected Annual Measurable Outcomes:	2c. CELDT EL reclassification rate will be 4%		
	2d. Maintain HQ teachers being appropriately assigned		
Expected Annual Measurable Outcomes:	2e. Follow CCSS Implementation Plan and add/amend as needed based on student progress data		
	2f. 30% of students will reach proficiency on NGSS		
Expected Annual Measurable Outcomes:	2g. 20% of students will receive intervention services		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service
2f. New Generation Science Standards (NGSS)		Charter	✓_ALL
			Budgeted Expenditures
			\$8,150.00

Aligned Curriculum: Junior Library Guild text set, Delta Education Foss Kit for each classroom.	wide	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)_____	Objects: 4110 Lottery
2a. ELA CCSS aligned curriculum: Amplify for Primary classrooms, Literature and Literature guides for intermediate classes.	Charter wide	<input checked="" type="checkbox"/> ALL	\$12,000.00 Objects: 4110 Supp/Conc Lottery
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2b. Math CCSS aligned curriculum: Eureka Math grades 1-7, Pearson Math Kindergarten	Charter wide	<input checked="" type="checkbox"/> ALL	\$10,400.00 Objects: 4110 LCFF Base
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2a. Social Studies curriculum: TCI History Alive! 7th grade classroom (6 year duration), Studies Weekly, primary resources, text sets for K-6	Charter wide	<input checked="" type="checkbox"/> ALL	\$5,000.00 Objects: 4110 LCFF Base
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2a-c, 2g. Intervention program: Full time interventionist, Full time Teachers' Aide, Volunteer Center dues, Certificated ASP tutor for 160 days for 2 hours a day, Summer School Intervention program for struggling students	Charter wide	<input type="checkbox"/> ALL	\$87,900.00 Objects: 1000-5999 Supp/Conc Title I Title III
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2a-f. Retaining Highly Qualified Teachers	Charter	<input checked="" type="checkbox"/> ALL	\$296,333.00

Program: Salaries, Health Benefits, Retirement Benefits, Substitute teachers, food and drinks for meetings	wide	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)_____	Objects: 4000-5999 LCFF Base (\$500 Sup/con)
2a-d. Professional Development Program: Beginning Teacher’s training for new teacher, Maker’s Movement Certification at SSU for both intermediate teachers. STEAM and CCSS professional development opportunities through valued partners such as Wells Fargo and SCOE.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$7,000.00 Objects: 5000-5999 Supp/Conc Title II
2a-g. Maintain Quality Administration: Administration salary, Office Manager salary, Chief Business Officer and accounting salary, Conferences and travel for administrator and /or Board members.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$192,000.00 Objects: 1000-5999 LCFF Base
2a and 2b On-going instructional materials: classroom budgets, paper, supplies, books, planners	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$11,000.00 Objects: 4000-4999 LCFF Base
2a and 2b Special education costs (materials, supplies)	Charter wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)Special education students	\$1,500.00 Objects: 4000-4999 LCFF Base
LCAP Year 2: 2016-17			

Expected Annual Measurable Outcomes:	2a. 34% of students will reach ELA proficiency CORE level by year's end		
	2b. A minimum of 44% of students will reach math proficiency by year's end		
	2c. CELDT EL reclassification rate will be 5%		
	2d. Maintain teachers being appropriately assigned		
	2e. Follow CCSS Implementation Plan and add/amend as needed based on student progress data		
	2f. 32% of students will reach proficiency on NGSS		
	2g. 25% of students will receive intervention services		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2f. New Generation Science Standards (NGSS) Aligned Curriculum: Junior Library Guild text set, Additional Delta Education Foss Kit for each classroom.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$9,000.00
2a. ELA CCSS aligned curriculum: Amplify for Primary classrooms, Literature and Literature guides for intermediate classes.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$13,000.00
2b. Math CCSS aligned curriculum: Eureka Math grades 1-7, Pearson Math Kindergarten	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$12,000.00

2a. Social Studies curriculum: TCI History Alive! 8th grade classroom (6 year duration), Studies Weekly, primary resources, text sets for K-7	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$6,000.00
2a-c, 2g. Maintain Intervention program: Full time interventionist, Full time Teachers' Aide, Volunteer Center dues, Certificated ASP tutor for 160 days for 2 hours a day, Summer School Intervention program for struggling students	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$90,000.00
2a-f. Retaining Highly Qualified Teachers Program: Salaries, Health Benefits, Retirement Benefits, Substitute teachers, food and drinks for meetings	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$350,000.00
2a-d. Professional Development Program: STEAM and CCSS professional development opportunities through valued partners such as Wells Fargo and SCOE.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$9,000.00
2a-g. Maintain Quality Administration: Administration salary, Office Manager salary, Chief Business Officer and accounting salary, Conferences and travel for administrator and /or Board members.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$210,000.00
2a and 2b On-going instructional materials: classroom budgets, paper, supplies, books, planners	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$13,000.00
2a and 2b Special education costs (materials,	Charter	<input type="checkbox"/> ALL	\$1,700.00

supplies)

wide

OR:

- Low Income pupils English Learners
- Foster Youth Redesignated fluent English proficient
- Other Subgroups:(Specify) Special education students

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- 2a. 36% of students will reach ELA proficiency CORE level by year's end
- 2b. A minimum of 46% of students will reach math proficiency by year's end
- 2c. CELDT EL reclassification rate will be 6%
- 2d. Maintain teachers being appropriately assigned
- 2e. Follow CCSS Implementation Plan and add/amend as needed based on student progress data
- 2f. 34% of students will reach proficiency on NGSS
- 2g. 30% of students will receive intervention services

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2f. New Generation Science Standards (NGSS) Aligned Curriculum: Junior Library Guild text set, Additional Delta Education Foss Kit for each classroom.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$10,000.00
2a. ELA CCSS aligned curriculum: Amplify for Primary classrooms, Literature and Literature guides for intermediate classes.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$14,000.00
2b. Math CCSS aligned curriculum: Eureka Math	Charter	<input checked="" type="checkbox"/> ALL	\$12,000.00

grades 1-7, Pearson Math Kindergarten	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2a. Social Studies curriculum: TCI History Alive! 7th grade classroom (6 year duration), Studies Weekly, primary resources, text sets for K-6	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2a-c, 2g. Intervention program: Full time interventionist, Full time Teachers' Aide, Volunteer Center dues, Certificated ASP tutor for 160 days for 2 hours a day, Summer School Intervention program for struggling students	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$120,000.00
2a-f. Retaining Highly Qualified Teachers Program: Salaries, Health Benefits, Retirement Benefits, Substitute teachers, food and drinks for meetings	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$350,000.00
2a-d. Professional Development Program: . STEAM and CCSS professional development opportunities through valued partners such as Wells Fargo and SCOE.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$11,000.00
2a-g. Maintain Quality Administration:	Charter	<input checked="" type="checkbox"/> ALL	\$230,000.00

Administration salary, Office Manager salary, Chief Business Officer and accounting salary, Conferences and travel for administrator and /or Board members.	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2a and 2b On-going instructional materials: classroom budgets, paper, supplies, books, planners	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15,000.00
2a and 2b Special education costs (materials, supplies)	Charter wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) Special education students	\$1,900.00

GOAL:	3. Students will have physical and mental needs met	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Identified Need :	<u>Need</u>		
	Students need a safe and supportive environment where basic needs are met		
Identified Need :	<u>Metrics</u>		
	3a. Survey results for clean and well maintained campus 3b. Percentage of students receiving individual counseling services 3c. Percentage of students receiving group counseling services 3d. Percentage of families receiving food support through Brown Bag 3e. Percentage of families receiving clothing support through Kids' Kloset 3f. Access to secure area for belongings (lockers) 3g. Professional development for staff and faculty working with traumatized youth		
Goal Applies to:	Schools:	LEA	
	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	3a. At least 70% of parents/ guardians will report on annual survey that the campus is well maintained, safe, and clean		
	3b. 15% of students will receive individual counseling services 3c. 15% of students receive group counseling services 3d. 40% of families participate in Brown Bag. 3e. 25% of students participate in Kids' Kloset 3f. 20% of students have a locker for belongings 3g. Teachers and staff will have professional development in meeting students' social/ emotional needs		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

3a. Maintain High Quality Facilities: Facilities Cleaning Service, Lease, maintenance and repairs to grounds and building, service to building such as plumbing, Custodial supplies, Alarm Service	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$84,000.00 Objects: 4000-5999 LCFF Base
3a. Increase Student Supervision: Part time Yard Duty, additional staff and safety expenses such as fingerprinting.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$14,500.00 Objects: 2000-5999 LCFF Base Discretionary
3a. Quality Learning Environment: Replace furniture and equipment as needed.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000.00 Objects: 4000-4999 Discretionary
3d. Food program: Kitchen Manger, Food, Salad Bar program, water cooler access in classrooms.	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$44,000.00 Objects: 2000-5999 Supp/Conc
3c and e. Provide basis living expenses for students and families in need: Brown Bag food program for the week-ends, Kids' Kloset Clothing program.	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$6,000.00 Objects: 4000-5999 Supp/Conc
3b,3c and 3g. Provide mental health services to	Charter	<input type="checkbox"/> ALL	\$5,000.00

students in need: Help For Billy Part Two- <i>working with traumatized Youth in the general education setting</i> Training for all Faculty and Staff, Group Therapy Counseling program building on Life skill, Toolbox and Help for Billy curriculum (contracted service with MFT)	wide	OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Objects: 4000-5999 Supp/Conc
3a. Maintain School business Operations. Audit, Tax and Legal services, Insurance, Fees from Authorizing District and County Office of Education, Office supplies and ongoing expenses (paper products, copier, printing, telephone, postage),	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$35,000.00 Objects: 4000-5999 LCFF Base

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	3a. At least 75% of parents/ guardians will report on annual survey that the campus is well maintained, safe, and clean
	3b. 16% of students will receive individual counseling services
	3c. 16% of students receive group counseling services
	3d. 42% of families participate in Brown Bag.
	3e. 27% of students participate in Kids' Kloset
	3f. 50% of students have a locker for belongings

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3a. Maintain High Quality Facilities: Facilities Cleaning Service, Lease, maintenance and repairs to grounds and building, service to building such as plumbing, Custodial supplies, Alarm Service	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$86,000.00

3a. Maintain Quality Student Supervision: Part time Yard Duty, additional staff and safety expenses such as fingerprinting.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$16,000.00
3a. Quality Learning Environment: Replace furniture and equipment as needed.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,000.00
3d. Food program: Kitchen Manger, Food, Salad Bar program, water cooler access in classrooms.	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$46,000.00
3c and e. Provide basis living expenses for students and families in need: Brown Bag food program for the week-ends, Kids' Kloset Clothing program.	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$7,000.00
3b,3c and 3g. Provide mental health services to students in need: Help For Billy Part Three- <i>working with traumatized Youth in the general education setting</i> Training for all Faculty and Staff, Group Therapy Counseling program building on Life skill, Toolbox and Help for Billy curriculum (contracted service with MFT)	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$6,000.00
3a. Maintain School business Operations. Audit,	Charter	<input checked="" type="checkbox"/> ALL	\$36,000.00

Tax and Legal services, Insurance, Fees from Authorizing District and County Office of Education, Office supplies and ongoing expenses (paper products, copier, printing, telephone, postage),

wide

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

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- 3a. At least 80% of parents/ guardians will report on annual survey that the campus is well maintained, safe, and clean
- 3b. 17% of students will receive individual counseling services
- 3c. 17% of students receive group counseling services
- 3d. 44% of families participate in Brown Bag.
- 3e. 29% of students participate in Kids' Kloset
- 3f. 100% of students have a locker for belongings

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3a. Maintain High Quality Facilities: Facilities Cleaning Service, Lease, maintenance and repairs to grounds and building, service to building such as plumbing, Custodial supplies, Alarm Service	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$88,000.00
3a. Maintain Quality Student Supervision: Part time Yard Duty, additional staff and safety expenses such as fingerprinting.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$18,000.00
3a. Quality Learning Environment: Replace	Charter	<input checked="" type="checkbox"/> ALL	\$5,000.00

furniture and equipment as needed.	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3d. Food program: Kitchen Manger, Food, Salad Bar program, water cooler access in classrooms.	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$48,000.00
3c and e. Provide basis living expenses for students and families in need: Brown Bag food program for the week-ends, Kids' Kloset Clothing program.	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$8,000.00
3b,3c and 3g. Provide mental health services to students in need: Help for Billy Part 4- <i>Working with traumatized Youth in the general education setting</i> Training for all Faculty and Staff, Group Therapy Counseling program building on Life skill, Toolbox and Help for Billy curriculum (contracted service with MFT)	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$7,000.00
3a. Maintain School business Operations. Audit, Tax and Legal services, Insurance, Fees from Authorizing District and County Office of Education, Office supplies and ongoing expenses (paper products, copier, printing, telephone, postage),	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$38,000.00

GOAL:	4. Guardians will take an active role in their child's development as a successful citizen	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__
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Identified Need :	<u>Need</u> Guardians need to be engaged and involved in their children's academic, mental and social progress.
	<u>Metrics</u> 4a. Participation rate in Triple P Parenting Classes 4b. Participation rate in FAB or campus events 4c. Participation rate in SIS Parent Portal

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

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	4a. 14% of parents/ guardians will participate in parenting classes during the year 4b. 14% of parents/ guardians will participate in school parent group or events during the school year 4c. 20% of guardians will access new parent portal in SIS
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4a-c. Communication Program: One Call, Web-site, Constant Contact, Student Information System, Outreach and Advertising materials to keep parents and community informed of school programs.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$7,100.00 Objects: 000-5999 Supp/Conc
4-c. Involvement program: Campus events, Fundraising costs, Food and drinks for parenting classes and meetings	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$3,200.00 Objects: 4000-5999 Supp/Conc Discretionary

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- 4a. 15% of parents/ guardians will participate in parenting classes during the year
- 4b. 15% of parents/ guardians will participate in school parent group or events during the school year
- 4c. 25% of guardians will access SIS parent portal

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4a-c. Communication Program: One Call, Web-site, Constant Contact, Student Information System, Outreach and Advertising materials to keep parents and community informed of school programs.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$5,000.00
4-c. Involvement program: Campus events, Fundraising costs, Food and drinks for parenting classes and meetings	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$4,000.00

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- 4a. 16% of parents/ guardians will participate in parenting classes during the year
- 4b. 16% of parents/ guardians will participate in school parent group or events during the school year
- 4c. 30% of guardians will access SIS parent portal

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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4a-c. Communication Program: One Call, Web-site, Constant Contact, Student Information System, Outreach and Advertising materials to keep parents and community informed of school programs.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000.00
4-c. Involvement program: Campus events, Fundraising costs, Food and drinks for parenting classes and meetings	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,500.00

GOAL:	5. Students will have access to high quality technology tools on a daily basis	Related State and/or Local Priorities: 1__ 2_✓_ 3__ 4_✓_ 5__ 6__ 7_✓_ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	<u>Need</u> <i>Students need to have current, high quality technology tools to enhance learning.</i> <u>Metrics</u> 5a. Access to wireless internet service 5b. Student to device ratio 5c. Access to Smart boards 5d. Access to Science technology tools
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Goal Applies to:	Schools:	LEA	Applicable Pupil Subgroups: ALL
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	5a. Maintain 100% wireless access for students in classrooms and learning environments.		
	5a. Increase wireless access outside of classrooms to include special ed/intervention room, 6/7 classroom, and tutoring room		
	5b. Increase student to device ratio to 1 to 1.		
	5c. 20% of students will have Smart board in classroom		
	5d. 20% students will have access to grade level aligned technology tools.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5a. Internet Access: Maintain Wireless access for all students, SCOE consortium.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4200.00 Objects: 4000-5999 LCFF Base
5b. Equipment program: Four classroom sets of Chromebooks with charging carts to obtain a 1 to 1 device ratio, Equipment installation and set-up, upgrades, and repairs as needed	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$40,977.00 Objects: 4000-5999 Supp/Conc
5c and d: Microscopes for the 6th and 7th grade classroom, Science area for middle school classroom, Smart Board pilot program	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$9,000.00 Objects: 4000-5999 Discretionary Donations
LCAP Year 2: 2016-17			

Expected Annual Measurable Outcomes:	5a. Maintain 100% wireless access for students in classrooms, learning environments, and office areas.		
	5a. Increase wireless access outside of classrooms to include literacy room.		
	5b. Maintain student to device ratio of 1 to 1.		
	5c. 30% of students will have Smart board in classroom		
	5d. 30% students will have access to grade level aligned technology tools.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5a. Internet Access: Maintain Wireless access for all students, SCOE consortium.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$5,000.00
5b. Equipment program: Maintain 1 to 1 device ratio by purchasing Chromebooks and charging cart(s) as needed, Equipment installation and set-up, upgrades, and repairs as needed.	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$10,000.00
5c and d: Tech tools: Smart Board for additional classroom, other tech tools	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$5,000.00
LCAP Year 3: 2017-18			

Expected Annual Measurable Outcomes:	5a. Maintain 100% wireless access for students in all campus areas.		
	5a. Increase wireless access outside of classrooms to include offices.		
	5b. maintain student to device ratio of 1 to 1.		
	5c. 40% of students will have Smart board in classroom		
	5d. 40% students will have access to grade level aligned technology tools.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5a. Internet Access: Maintain Wireless access for all students, SCOE consortium.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$6,000.00
5b. Maintain 1 to 1 device ratio by purchasing Chromebooks and charging cart(s) as needed, Equipment installation and set-up, upgrades, and repairs as needed	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$12,000.00
5c and d: Smart Board for additional classroom, other tech tools	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$5,000.00

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

Annual Update

Expected Annual Measurable Outcomes:	1a. 95% Attendance rate 1b. Reduce chronically absent percent to 9% or less 1c. Reduce suspension rate to 5% or less 1d. Maintain 0% expulsion rate 1e. All students will have access to music, art, and PE instruction	Actual Annual Measurable Outcomes:	1a. 94.8% rate as of Dec., 2014 1b. 12% of the students are chronically absent as of Dec., 2014 1c. The suspension rate as of Dec. 2014 is 5%. 1d. Expulsion rate is 0% 1e. Students have access to art, PE, and music through general education teachers and community volunteers
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1a. Incentive program, assembly recognition for attendance	\$600 Donations/LCFF Base	1a. Perfect attendance was recognized monthly at assemblies and themed/engraved jelly bracelets distributed	\$450 Donations/LCFF Base
Scope of service:		Scope of service:	
✓_ALL		✓_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1a. Purchase school logo shirts to bolster spirit and attendance	\$2,000 Donation/LCFF base	1a Logo wear was purchased for all students and staff and faculty	\$1,363 Donation/LCFF base
Scope of service:		Scope of service:	
✓_ALL		✓_ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1b. Collaboratively work with family maintenance workers, Child Protective Services, and parent support programs to ensure student safety and reduce chronic absenteeism	\$11,000/LCFF base	The director and the office manager worked with families who had chronic absenteeism issues to create action plans to ensure school attendance.	\$11,000/LCFF base
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1c. Continue to use Student Council as an arena to foster life skills and mentorship among the students	\$100 LCFF base	Student Council conducted anti-bullying lessons in the classrooms and participated in life skill and toolbox implementation throughout the year	0
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1c. Continue to implement and improve social and emotional programs to reduce suspension rate	\$1,000 Title 1 Donation/LCFF base	Implementation of the Toolbox curriculum continued in classrooms and on a school wide basis at weekly assemblies.	\$525 Common Core

Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1c. Continue to use and improve behavior modification techniques	\$200 Targeted	1c. All staff and faculty participated in an in service training led by an MFT Counselor for a 2 hour period during a teacher work day. The focus was meeting the needs of students who have suffered trauma in a general education classroom.	\$50 Targeted
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1e. Further Integration of Arts to bolster student engagement and achievement- Form an arts integration committee to establish a community collaboration plan and faculty professional development plan. Wells Fargo Center for the Arts trainings will be provided to teachers and the Center's school visits will be incorporated into the program.	\$1200 LCFF Targeted	The director met with a volunteer community arts resource director to provide hands on art activities to the intermediate grades throughout the year. 4 out of 5 teachers attended arts integration courses at Wells Fargo once.	\$100 LCFF Targeted
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2a. Implement ELA CCSS aligned curriculum components by providing copies of the Engage New York ELA curriculum for Kindergarten- 4 th grade	\$500 Restricted Lottery/LCFF Base	Engage NY ELA curriculum has been implemented in 1-4 grades. Each grade level required 2,000 pages to be printed.	\$500 Restricted Lottery/LCFF Base
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<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)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2a. Implement ELA CCSS aligned curriculum components by providing an e-reader budget for all classrooms	\$600 Restricted Lottery/ Common Core	The e-reader budget will be used by all classrooms. The limited amount of time that each class has with lap tops is a barrier.	\$600 Restricted Lottery/ Common Core
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<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)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

2a. Implement ELA CCSS aligned curriculum components by providing a Recommended Reading budget from Appendix B from the Common Core State Standards reading list for each classroom		\$600 Restricted Lottery/ Common Core	The ELA Common Core reader budget will be used by all classrooms.	\$600 Restricted Lottery/ Common Core
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<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)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2a. Retain highly qualified teachers.		\$216,500 LCFF Base	All teachers were retained and 3% salary increase adopted.	\$203,511 LCFF Base
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<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)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2a. Tutoring Program		\$7500 LCFF Base	Tutoring program was continued and expanded. 28 tutors are currently working with individual students and small groups. Business partnerships were maintained (BPM).	\$4545LCFF Base
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<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)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2a. Student Information System	No cost	Student information system was researched and we will be using AERES in 2015-2016. The majority of the cost will be covered through the Microsoft settlement funds.	0
✓ <input type="checkbox"/> ALL		Scope of service: <input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2b. Implement mathematics CCSS aligned curriculum components by providing Engage NY curriculum to all classrooms.	\$800 Restricted Lottery/LCFF Base	Engage NY math curriculum was implemented in 1-6 grade classrooms. Each grade level requires approximately 2000 pages to be printed.	\$800 Restricted Lottery/LCFF Base
✓ <input type="checkbox"/> ALL		Scope of service: <input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

2b. Provide professional development in mathematics CCSS aligned teaching techniques	\$500 Lottery/Common Core	County Office of Education workshop attended by one teacher, an in-service followed to train the rest of the teachers fall 2014	\$500 Lottery/Common Core
		Scope of service:	
✓ __ ALL		✓ __ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
2a. Tutoring through Literacy program at the Volunteer Center	\$300 LCFF Targeted	MOU maintained with The Volunteer Center for Literacy Volunteers.	\$325 LCFF Targeted
		Scope of service:	
__ ALL		__ ALL	
OR: ✓ __ Low Income pupils ✓ __ English Learners ✓ __ Foster Youth ✓ __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: ✓ __ Low Income pupils ✓ __ English Learners ✓ __ Foster Youth ✓ __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
2a. After School Program academic support program	\$3000, LCFF targeted	The hours for one Program Assistant increased and an additional Assistant hired in order to improve the academic support program after school.	\$5515, LCFF targeted
		Scope of service:	
__ ALL		__ ALL	

OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
2a. Provide professional development in ELA CCSS aligned teaching techniques	\$500-\$1000 LCFF Targeted/ Common Core	All faculty attended a one day workshop in Design Planning to strategize for students' engagement and success.	\$300 LCFF Targeted/ Common Core
<input type="checkbox"/> _ALL		Scope of service: <input type="checkbox"/> _ALL	
OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
2b. Provide more support for multi-grade classroom teachers	\$14,000 LCFF Targeted	Part time teacher aide hired to assist in each classroom with multi grade level instruction	\$16,429 Title I LCFF Targeted
<input type="checkbox"/> _ALL		Scope of service: <input type="checkbox"/> _ALL	
OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input 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?	Additional funds could be used for STEAM implementation. Science curriculum, technology tools, enrichment teachers, and real world opportunities (fieldtrip budgets) could be expanded to improve student achievement.
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Original GOAL from prior year LCAP:	3. Students will have physical and mental needs met	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	3a. At least 60% of parents/ guardians will report on annual survey that the campus is well maintained, safe, and clean 3b. 18% of students will receive counseling services 3c. 66% of families will receive assistance with basic needs.	Actual Annual Measurable Outcomes:	3a. 79% of parents guardians reported that the campus was maintained, safe, and clean on a phone survey conducted on Dec. 15, 2014. 3b. 12% of students receive individual counselling services 3c. 68% of families receive assistance with basic needs (food for home, clothing)
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3c. Increase funding amount allocated to the food program including breakfast, brown bag program, snack program, and free lunch program.	\$3000 LCFF Targeted/ASES	Food program was expanded to account for increase in enrollment and Brown Bag recipients	\$1,402 LCFF Targeted/ASES

Scope of service:			Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3a. Janitorial services for the building	\$5,000-\$10,000 LCFF Base		Janitorial services started on a once a week schedule	\$8,655 LCFF Base	
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3b. Maintain MOU with Russian River Counselors and site based Medi-Cal office	\$500 LCFF Targeted		No cost MOU maintained	\$0	
Scope of service:			Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

3b. Clothing program (Kids' Kloset)		\$200 LCFF Targeted	Provide budget for room improvements and display racks	\$240 LCFF Targeted	
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" 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?		Along with continued cleaning services, the building can be aesthetically improved. Possibilities include: hallway flooring improvements, lockers for each student, and bathroom improvements. Counseling services could be increased beyond medical reimbursed services, such as therapists conducting weekly group sessions.			

Original GOAL from prior year LCAP:	4. Guardians will take an active role in their child's development as a successful citizen		Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Applicable Pupil Subgroups: _____		
Expected Annual Measurable Outcomes:	4a. 12% of parents/ guardians will participate in parenting classes during the year	Actual Annual Measurable Outcomes:	4a. 7% of parents participated in parenting classes as of Dec., 2014	
	4b. 12% of parents/ guardians will participate in school parent group during the school year		4b. 11% of parents have participated in the parenting group as of Dec. 2014	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to strengthen Guardian communication through: One Call, flyers, parent group meetings, and Constant Contact. Add childcare and food/drinks as an incentive to attend.	\$1,000 LCFF Targeted	One Calls, flyers, and Constant Contact was used to promote the parenting class. Food and drinks were provided occasionally.	\$336 LCFF Targeted
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Host one family evening event	\$500 LCFF Targeted	Hosted one family evening event (School Choice Week flash mob dance and pasta dinner)	\$500 LCFF Targeted
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" 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?	Additional family events could be increased to engage parents and guardians. Additional incentives could be offered for parenting classes.		

Original	5. Students will have access to high quality technology tools on a daily basis	Related State and/or Local Priorities:
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GOAL from prior year LCAP:		1__ 2_✓ 3__ 4_✓ 5__ 6__ 7_✓ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: _____	Applicable Pupil Subgroups: _____
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Expected Annual Measurable Outcomes:	5a. Maintain 100% wireless access for students 5b. Increase student to device ratio to 1 to 3	Actual Annual Measurable Outcomes:	5a. Wireless access was maintained in classrooms, not ASP rooms or tutoring areas 5b. The ratio is 1 to 4 at this time as enrollment increased by 20%.
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5a. Provide upgrades and maintenance as needed for classroom Wi-Fi	\$1,000 LCFF Base	Installed routers in all classrooms and maintained connection as needed	\$1,599 LCFF Base
Scope of service:		Scope of service:	
✓_ALL		✓_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5b. Increase student to device ratio to 1 to 3 (12 new lap tops to make a total of 24 student devices)	\$4,800 Finley Grant/LCFF Targeted	12 new lap tops were purchased.	\$5,983 Finley Grant/LCFF Targeted

Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our goal for student to device ratio was not met because of increased enrollment. With the addition of 7 th grade in 2015, we will be increasing expenditures to meet this goal. We will also be re-evaluating the placement of routers to ensure more accessibility for students throughout the school day and after school program. Interactive white boards and other technology tools will be considered.		

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.)

Kid Street Learning Center has 90.1% of the student population as unduplicated low income, English learner or foster youth students. Many services are being offered as school-wide. The increase in funding, **\$173,307**, is for English Language Learner, Low Income and Foster Youth and will address the targeted groups in a school-wide basis to provide a coherent, holistic, supportive, and enriching academic program.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

The services described in this plan are intended to increase and improve services to Low Income (LI) Pupils and Foster Youth (FY) by **28.28%** in the 2015-16 school year as compared to services provided to all students. The additional services provided to improve outcomes for Low Income (LI) Pupils and Foster Youth (FY) include, but are not limited to:

1. Meeting basic needs: free after school for all students, family maintenance, parent education, group and individual therapy, clothing, food for students and their families, and professional development in working with traumatized youth effectively.
2. Academic support through the Intervention Program: Tutoring, extra support for multi-grade classrooms, extra support in the after school program, literacy support, and a one to one device ratio.
3. Engagement support through arts curriculum, professional artists in the classroom, and course access improvements.

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).