

Public Hearing: 6/27/16 Agenda Item #11.D
Approval: 6/29/16 Agenda Item #6.D

Local Control and Accountability Plan 2016-17

**SunRidge
Charter School
(District 21- Fund 09)**

Introduction:

LEA: SunRidge Charter School **Contact (Name, Title, Email, Phone Number):** Kalen Wood, Director, kwood@twinhillsusd.org, 707-824-2844 **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>SunRidge Charter School prides itself on the involvement of students’ parents in all aspects of the school. Aside from having strong parent participation as volunteers in the classroom, on field trips, and for events, SunRidge has an active Parent Council comprised of one parent representative for each class that meets monthly to discuss school issues, provide parent input to the school, and promote a healthy social and cultural life in the school. The School Director attends all Parent Council meetings.</p>	<p>Review of Data: The most recent CAASPP data indicates a high level of proficiency across grades. Identified needs for improvement would be in increasing the percent of students who met or exceed standards in both ELA and Math.</p>

SunRidge is governed by a 7-9 member Charter Council comprised of 3-4 faculty members, 3-4 parents, and 1 non-parent community member that also meets monthly. The School Director attends all Charter Council meetings serving as a non-voting member of the Charter Council with whom s/he collaborates on all major school decisions. The SunRidge Charter stipulates that the school will operate in a collaborative manner, where stakeholder input is encouraged and valued. The Charter Council reviewed data in the priority areas for development of the LCAP over a three-month period.

The SunRidge faculty meets weekly for 2.5 hours. The SunRidge Director attends all faculty meetings, and all educationally related school decisions are brought to faculty meetings for report, discussion, input, and/or recommendation. The LCAP process was brought to the faculty at numerous meetings between January and May, with input specifically gathered on March 28, 2016.

In addition, input from stakeholders on a full array of areas including the educational program, safety, operations, and social and emotional climate is gathered in annual surveys. In 2014-15 surveys were given to students in grades 4 through 8, and all parents and faculty/staff.

The LCAP was brought to the Charter Council in September, October, December, January, and May. Input was gathered from the Parent Council in February.. Faculty reviewed the LCAP goals in March and May. The Charter Council approved the LCAP budget June 2016.

Board Meeting for Public Hearing of LCAP and Budget: June 27, 2016.

Board Meeting for Approval of LCAP and Budget: June 29, 2016.

Review of Surveys: The surveys indicated generally very positive views by parents, faculty and students about their school. The parents rated the school highest for the safe and well-maintained facilities and grounds. Areas where improvement is indicated include: more multicultural instructional materials and continued behavioral management. The ratings on student surveys indicated that students feel safe at school. The input from the surveys was used in creating the goals and actions of this plan.

Instruction: Professional Development that continues to support the integration of Waldorf methodology with Common Core standards. High parent interest for expanding garden program.

Annual Update:

SunRidge Charter School prides itself on the involvement of students' parents in all aspects of the school. Aside from having strong parent participation as volunteers in the classroom, on field trips, and for events, SunRidge has an active Parent Council comprised of one parent representative for each class that meets monthly to discuss school issues, provide parent input to the school, and promote a healthy social and cultural life in the school. The School Director attends all Parent Council meetings. SunRidge works closely with Parent Council and Charter Council through monthly meetings. There is a strong emphasis on parent involvement through volunteer opportunities, parent education and fun family events.

Annual Update:

Review of Data: The most recent CAASPP data indicates a high level of proficiency across grades. Identified needs for improvement would be in increasing the percent of students scoring proficient or advanced in both ELA and Math. We reviewed data with Charter Council and faculty.

SunRidge is governed by a 7-9 member Charter Council comprised of 3-4 faculty members, 3-4 parents, and 1 non-parent community member that also meets monthly. The School Director attends all Charter Council meetings serving as a non-voting member of the Charter Council with whom s/he collaborates on all major school decisions. The SunRidge Charter stipulates that the school will operate in a collaborative manner, where stakeholder input is encouraged and valued. The Charter Council reviewed data in the priority areas for development of the LCAP over a three-month period.

The SunRidge faculty meets weekly for 2.5 hours. The SunRidge Director attend all faculty meetings, and all educationally related school decisions are brought to faculty meetings for report, discussion, input, and/or recommendation. The LCAP process was brought to the faculty at numerous meetings between January and May, 2016 and faculty members of the Charter Council took part in the final approval of the LCAP in June, 2016.

Review of Surveys: The surveys indicated generally very positive views by parents, faculty and students about their school. Areas that indicated the need for some improvement included: more multicultural instructional materials and continued behavioral management, as well as continuing socio-emotional curriculum and support.

Instruction: Professional Development that continues to support the integration of Waldorf methodology with Common Core standards. Parents appreciate implementation of Spanish program. There is also high parent and faculty interest for the Spanish program to expand to the younger grades.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL 1:	To create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 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
Identified Need :	<p>Students need a safe, supportive, respectful environment in order to learn. Metric: School Survey: Parents rated grounds and facilities safety at 4.5/5.</p> <p>Students need clean and safe buildings and grounds. Metric: Facility and Ground Safety Assessments completed regularly and documented. Parent surveys rated grounds and facilities as clean and well-maintained at 4.8/5. Metric: FIT results are good.</p> <p>Students need parents to be involved in the school community. Metric: Charter Council has four parent members and Parent Council has a parent representative from each of the 10 classes comprising the school. More than 90% of parents attend parent conferences. Charter outlines the many volunteer opportunities for parents and community.</p> <p>Student Engagement as measured by Attendance: 94% Chronic Truancy: 0% # Suspensions: Baseline is less than 1% and Expulsions are at 0%.</p>		
Goal Applies to:	Schools:	SunRidge Charter School	
	Applicable Pupil Subgroups:	All students	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Continue to provide a safe, supportive environment as measured by surveys. Maintain clean and safe buildings and grounds as measured by FIT. Maintain current high level of parent involvement. Maintain current levels of attendance, suspension and expulsion.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Continue maintenance services to ensure campus safety.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Salary and Benefits Classified and supplies 2000-2999: Classified Personnel Salaries Base \$65,975 3000-3999: Employee Benefits Base-included above

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$7,500
1.2 Provide custodial services to keep campus safe.	School-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)	Salary and Benefits Classified and supplies 2000-2999: Classified Personnel Salaries Base \$28,930 3000-3999: Employee Benefits Base –included above 4000-4999: Books And Supplies Base \$11,000
1.3 Ensure a safe respectful learning environment through professional development and student programs: 7th grade Being Adept Substance Abuse Prevention Education and add 8th grade program Student Leadership implemented for Conflict Resolution Continue professional development and classroom implementation of social inclusion curriculum		<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)	Professional Development 5000-5999: Services And Other Operating Expenditures Base \$2,500
1.4 Continue to offer volunteer opportunities for parent involvement.		<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)	Safety/Security 5000-5999: Services And Other Operating Expenditures Base \$2,000
1.5 Monitor school attendance.		<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	Office staff monitors student attendance 5000-5999: Services And Other Operating Expenditures Base \$2,000

		Other Subgroups: (Specify)	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Continue to provide a safe, supportive environment as measured by surveys. Maintain clean and safe buildings and grounds. Maintain current high level of parent involvement. Maintain current levels of attendance, suspension and expulsion.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Continue maintenance services to ensure campus safety.	School-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)	Salary and Benefits Classified and supplies 2000-2999: Classified Personnel Salaries Base \$68,395 3000-3999: Employee Benefits Base –included above 4000-4999: Books And Supplies Base \$7,650
1.2 Provide Custodial services to keep campus safe.	School-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)	Salary and Benefits Classified and supplies 2000-2999: Classified Personnel Salaries Base \$30,025 3000-3999: Employee Benefits Base –included above 4000-4999: Books And Supplies Base \$11,220
1.3 Ensure a safe respectful learning environment through professional development and student programs: 7th grade Being Adept Substance Abuse Prevention Education and add 8th grade program Student Leadership implemented for Conflict Resolution Continue professional development and classroom implementation of social inclusion curriculum		<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)	Professional Development 5000-5999: Services And Other Operating Expenditures Base \$2,550

1.4 Continue to offer volunteer opportunities for parent involvement.		<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)	Safety/Security 5000-5999: Services And Other Operating Expenditures Base \$2,020
1.5 Monitor school attendance.		<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)	Office staff monitors student attendance 5000-5999: Services And Other Operating Expenditures Base \$2,020

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Continue to provide a safe, supportive environment as measured by surveys. Maintain clean and safe buildings and grounds. Maintain current high level of parent involvement. Maintain current levels of attendance, suspension and expulsion.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Continue maintenance services to ensure campus safety.	School-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)	Salary and Benefits Classified and supplies 2000-2999: Classified Personnel Salaries Base \$71,055 3000-3999: Employee Benefits Base –included above 4000-4999: Books And Supplies Base \$7,800
1.2 Provide Custodial services to keep campus safe.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Salary and Benefits Classified and supplies 2000-2999: Classified Personnel Salaries Base \$31,240

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3000-3999: Employee Benefits Base –included above 4000-4999: Books And Supplies Base \$11,445
1.3 Ensure a safe respectful learning environment through professional development and student programs: 7th grade Being Adept Substance Abuse Prevention Education and add 8th grade program Student Leadership implemented for Conflict Resolution Continue professional development and classroom implementation of social inclusion curriculum		<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)	Professional Development 5000-5999: Services And Other Operating Expenditures Base \$2,600
1.4 Continue to offer volunteer opportunities for parent involvement.		<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)	Safety/Security 5000-5999: Services And Other Operating Expenditures Base \$2,040
1.5 Monitor school attendance.		<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)	Office staff monitors student attendance 5000-5999: Services And Other Operating Expenditures Base \$2,040

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

<p>GOAL 2:</p>	<p>To provide every student with the opportunity to attain increasing levels of achievement that prepares them for high school, college and career readiness, with curriculum that is rigorous, Waldorf-inspired and aligned with Common Core standards.</p>	<p>Related State and/or Local Priorities: <u>1</u> <u>X</u> <u>2</u> <u>X</u> <u>3</u> <u>X</u> <u>4</u> <u>X</u> <u>5</u> <u>X</u> <u>6</u> <u>X</u> <u>7</u> <u>X</u> <u>8</u> <u>X</u></p> <p>COE only: 9 10</p> <p>Local : Specify</p>
<p>Identified Need :</p>	<p>Students need all teachers to be highly qualified. Metric: Board minutes Baseline: 100% of students have highly qualified teachers.</p> <p>Students need to attain proficiency in Common Core Standards. Metric: CAASPP Baseline: Spring 2015 CAASPP results</p> <p>Students need standards aligned instructional materials. Baseline: Williams Act</p> <p>Students need to be physically active. Metric: Physical Fitness Test results Baseline: 92% of the 5th graders and 89% of 7th graders score in the Healthy Fitness Zone.</p> <p>Course Access: Metric: Schedule of Classes Baseline: All students have access to grade level specialty courses including Handwork, P.E., music, and art.</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>SunRidge Charter School</p> <hr/> <p>Applicable Pupil Subgroups: All students</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Maintain 100% highly qualified teachers. Increase by 5% the number of students meeting or exceeding standards. 100% of students will have high quality, standards-aligned instructional materials. At least 85% of students will test in the Healthy Fitness Zone. Continue to provide 100% of students with grade level specialty courses including Handwork, P.E., music and art.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide highly qualified teachers in all classrooms.		<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)	Salary and Benefits Certificated 1000-1999: Certificated Personnel Salaries Base \$936,565 3000-3999: Employee Benefits Base-included above
2.2 Continue 20% RSP position to extend RTI reading and math support.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and Benefits Certificated 1000-1999: Certificated Personnel Salaries Supplemental \$15,750 3000-3999: Employee Benefits Supplemental – included above
2.3 Continue after school homework support 4 days a week for grades 6-8.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and Benefits Certificated 1000-1999: Certificated Personnel Salaries Supplemental \$3,275 2000-2999: Classified Salaries Supplemental \$370 3000-3999: Employee Benefits Supplemental – included above
2.4 Provide middle school aide to support students towards proficiency in math and ELA through a push-in model.		<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)	Salary and Benefits Classified, Instructional Materials 2000- 2999: Classified Personnel Salaries Supplemental \$14,780

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3000-3999: Employee Benefits Supplemental –included above 4000-4999: Books And Supplies Supplemental \$5,000 5000-5999: Services Supplemental \$2,000
2.5 Provide instructional aide for grades 3-5 to support students towards proficiency in math and ELA through a push-in model.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and Benefits Classified 2000-2999: Classified Personnel Salaries Supplemental \$14,780 3000-3999: Employee Benefits Supplemental- included above
2.6 Purchase and provide materials that support common core standards instruction.		<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)	Instructional Materials including technology equipment. 4000- 4999: Books And Supplies Lottery \$28,330
2.7 Collaborative Planning to develop instructional units integrating Common Core standards with existing curriculum.		<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)	Salary and Benefits Certificated substitute costs 1000-1999: Certificated Personnel Salaries Base \$8,850 3000-3999: Employee Benefits Base- included above
2.8 Provide study skills program for 6-8th grades via contractor.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Professional Services 5000-5999: Professional/Consulting Services Supplemental \$5,000

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2.9 Create a functioning library: Use Rotary Club grant to organize library system.		<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)	Funding provided by Rotary.
2.10 Continue to provide art, music, P.E., Spanish and other enrichment classes.		<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)	Professional Services P.E. is included in the highly qualified teachers section. 5800: Professional/Consulting Services And Operating Expenditures Base \$47,000
2.11 Provide a 50% Administrative assistant.		<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)	Salary and Benefits Classified 2000-2999: Classified Personnel Salaries Supplemental \$15,645 3000-3999: Employee Benefits Supplemental- included above

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Maintain 100% highly qualified teachers.
 Determine CAASPP targets using baseline data.
 100% of students will have high quality, standards-aligned instructional materials.
 At least 85% of students will test in the Healthy Fitness Zone.
 Continue to provide 100% of students with grade level specialty courses including Handwork, P.E., music and art.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide highly qualified teachers in all classrooms.		<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)	Salary and Benefits Certificated 1000-1999: Certificated Personnel Salaries Base \$970,715 3000-3999: Employee Benefits Base-included above
2.2 Continue 20% RSP position to extend RTI reading and math support.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and Benefits Certificated 1000-1999: Certificated Personnel Salaries Supplemental \$16,325 3000-3999: Employee Benefits Supplemental – included above
2.3 Continue after school homework support 4 days a week for grades 6-8.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and Benefits Certificated 1000-1999: Certificated Personnel Salaries Supplemental \$3,400 2000-2999: Classified Salaries Supplemental \$385 3000-3999: Employee Benefits Supplemental – included above
2.4 Provide middle school aide to support students towards proficiency in math and ELA through a push-in model.		<input type="checkbox"/> All OR:	Salary and Benefits Classified, Instructional Materials 2000- 2999: Classified Personnel Salaries Supplemental \$15,340

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3000-3999: Employee Benefits Supplemental –included above 4000-4999: Books And Supplies Supplemental \$5,100 5000-5999: Services Supplemental \$2,040
2.5 Provide instructional aide for grades 3-5 to support students towards proficiency in math and ELA through a push-in model.		___ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and Benefits Classified 2000-2999: Classified Personnel Salaries Supplemental \$15,340 3000-3999: Employee Benefits Supplemental- included above
2.6 Purchase and provide materials that support common core standards instruction.		<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)	Instructional Materials including technology equipment. 4000- 4999: Books And Supplies Lottery \$28,900
2.7 Collaborative Planning to develop instructional units integrating Common Core standards with existing curriculum.		<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)	Salary and Benefits Certificated substitute costs 1000-1999: Certificated Personnel Salaries Base \$9,180 3000-3999: Employee Benefits Base- included above
2.8 Provide study skills program for 6-8th grades via contractor.		All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Professional Services 5000-5999: Professional/Consulting Services Supplemental \$14,000

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2.9 Create a functioning library: Use Rotary Club grant to organize library system.		<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)	Funding provided by Rotary.
2.10 Continue to provide art, music, P.E., Spanish and other enrichment classes.		<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)	Professional Services P.E. is included in the highly qualified teachers section. 5800: Professional/Consulting Services And Operating Expenditures Base \$39,040
2.11 Provide a 50% Administrative assistant.		<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)	Salary and Benefits Classified 2000-2999: Classified Personnel Salaries Supplemental \$16,240 3000-3999: Employee Benefits Supplemental- included above

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Maintain 100% highly qualified teachers.
 Determine CAASPP targets using baseline data.
 100% of students will have high quality, standards-aligned instructional materials.
 At least 85% of students will test in the Healthy Fitness Zone.
 Continue to provide 100% of students with grade level specialty courses including Handwork, P.E., music and art.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide highly qualified teachers in all classrooms.		<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)	Salary and Benefits Certificated 1000-1999: Certificated Personnel Salaries Base \$1,008,165 3000-3999: Employee Benefits Base-included above
2.2 Continue 20% RSP position to extend RTI reading and math support.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and Benefits Certificated 1000-1999: Certificated Personnel Salaries Supplemental \$16,955 3000-3999: Employee Benefits Supplemental – included above
2.3 Continue after school homework support 4 days a week for grades 6-8.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and Benefits Certificated 1000-1999: Certificated Personnel Salaries Supplemental \$3,535 2000-2999: Classified Salaries Supplemental \$400 3000-3999: Employee Benefits Supplemental – included above
2.4 Provide middle school aide to support students towards proficiency in math and ELA through a push-in model.		<input type="checkbox"/> All OR:	Salary and Benefits Classified, Instructional Materials 2000- 2999: Classified Personnel Salaries Supplemental \$15,960

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3000-3999: Employee Benefits Supplemental –included above 4000-4999: Books And Supplies Supplemental \$5,200 5000-5999: Services Supplemental \$2,080
2.5 Provide instructional aide for grades 3-5 to support students towards proficiency in math and ELA through a push-in model.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and Benefits Classified 2000-2999: Classified Personnel Salaries Supplemental \$15,960 3000-3999: Employee Benefits Supplemental- included above
2.6 Purchase and provide materials that support common core standards instruction.		<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)	Instructional Materials including technology equipment. 4000- 4999: Books And Supplies Lottery \$29,475
2.7 Collaborative Planning to develop instructional units integrating Common Core standards with existing curriculum.		<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)	Salary and Benefits Certificated substitute costs 1000-1999: Certificated Personnel Salaries Base \$9,540 3000-3999: Employee Benefits Base- included above
2.8 Provide study skills program for 6-8th grades via contractor.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Professional Services 5000-5999: Professional/Consulting Services Supplemental \$15,000

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2.9 Create a functioning library: Use Rotary Club grant to organize library system.		<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)	Funding provided by Rotary.
2.10 Continue to provide art, music, P.E., Spanish and other enrichment classes.		<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)	Professional Services P.E. is included in the highly qualified teachers section. 5800: Professional/Consulting Services And Operating Expenditures Base \$39,100
2.11 Provide a 50% Administrative assistant.		<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)	Salary and Benefits Classified 2000-2999: Classified Personnel Salaries Supplemental \$16,895 3000-3999: Employee Benefits Supplemental- included above

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	To create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 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:	SunRidge Charter School		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	Continue to provide a safe, supportive environment as measured by surveys. Maintain clean and safe buildings and grounds. Maintain current high level of parent involvement. Maintain current levels of attendance, suspension and expulsion.		Actual Annual Measurable Outcomes:	The environment continues to be safe and supportive environment as measured by 6-8th grade students (4.6/5), parent (3.8/4) and staff (3.82/4) surveys. Hiring a site coordinator has ensured clean, safe buildings and grounds with regular safety checks. This has included safety checks by RESIG of grounds and buildings. Parent involvement is evident in the governance structure of the school - 4 parents are on the Charter Council and a Parent Council with representatives of each class meets monthly. Parents also volunteer in the classroom, gardening program, and for field trips, fundraising and special events. Parent surveys indicate about 3.4 hours volunteered per month per respondent. Attendance is at 93% with 3.5 suspension days and no expulsions.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
1.1 Increase maintenance services to ensure campus safety.	Budgeted Expenditures		Hired a site coordinator who completes weekly safety checks.	Estimated Actual Annual Expenditures
	Salary and Benefits Classified and supplies 2000-2999: Classified Personnel Salaries Base \$61,449			
	3000-3999: Employee Benefits Base \$29,200			
4000-4999: Books And Supplies Base		2000-2999: Classified Personnel Salaries Base \$59,165 3000-3999: Employee Benefits Base – included above 4000-4999: Books And Supplies Base \$6,915		

Scope of Service School-wide		Scope of Service School-wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.2 Provide Custodial services to keep campus safe.	Salary and Benefits Classified and supplies 2000-2999: Classified Personnel Salaries Base \$34,870 3000-3999: Employee Benefits Base 4000-4999: Books And Supplies Base	Provided custodial services.	Salary and Benefits Classified and supplies 2000-2999: Classified Personnel Salaries Base \$28,330 3000-3999: Employee Benefits Base – included above 4000-4999: Books And Supplies Base \$8,555
Scope of Service School-wide		Scope of Service School-wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.3 Ensure a safe respectful learning environment through professional development and student programs: 7th grade Being Adept Substance Abuse Prevention Education Student Leadership implemented for Conflict Resolution Positive Images Professional Development Toolbox Professional Development and Pilot of Program in several	Professional Development 5000-5999: Services And Other Operating Expenditures Base \$7,000	Being Adept provided the 7th grade with 5 student classes and a parent evening. A 6-8th grade student council met regularly, focused on recycling education and presented at school-wide assemblies. Positive Images provided a parent evening and a professional development for faculty. Two teachers were trained in and	Professional Development 5000-5999: Services And Other Operating Expenditures Base \$2,500

<p>classes Continue professional development and classroom implementation of TRIBES social inclusion curriculum Continue Cyber Civics curriculum for 6-8th grades.</p>		<p>piloted Tool Box materials. A faculty and staff training in TRIBES took place prior to school beginning. Cyber Civics was taught in 6 and 7th grades.</p>	
<p>Scope of Service School-wide</p>		<p>Scope of Service School-wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.4 Continue to offer volunteer opportunities for parent involvement.</p>	<p>Safety/Security 5000-5999: Services And Other Operating Expenditures Base \$2,000</p>	<p>Parents volunteered in many ways. A new library committee was formed. A lost and found committee was reconstituted. A parent initiated a diversity committee.</p>	<p>Safety/Security 5000-5999: Services And Other Operating Expenditures Base \$2,655</p>
<p>Scope of Service School-wide</p>		<p>Scope of Service School-wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.5 Monitor school attendance.</p>	<p>Office staff monitors student attendance 5000-5999: Services And Other Operating Expenditures Base \$1,300</p>	<p>School manager monitored attendance. Letters to parents and conferences were held with those families with excessive tardies and/or absences.</p>	<p>Office staff monitors student attendance 5000-5999: Services And Other Operating Expenditures Base \$1,320</p>

Scope of Service	School-wide		Scope of Service	School-wide	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will research other socio-emotional programs for the school. We will add Being Adept classes for the 8th grade. We will purchase the 8th grade curriculum for CyberCivics.				

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

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

Original GOAL 2 from prior year LCAP:	To provide every student with the opportunity to attain increasing levels of achievement that prepares them for high school, college and career readiness, with curriculum that is rigorous, Waldorf-inspired and aligned with Common Core standards.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 __ Local : Specify	
Goal Applies to:	Schools: SunRidge Charter School Applicable Pupil Subgroups:	All students	
Expected Annual Measurable Outcomes:	Maintain 100% highly qualified teachers. Determine CAASPP targets using baseline data. 100% of students will have high quality, standards-aligned instructional materials. At least 85% of students will test in the Healthy Fitness Zone. Continue to provide 100% of students with grade level specialty courses including Handwork, P.E., music and art.	Actual Annual Measurable Outcomes:	100% of teachers are highly qualified and appropriately assigned. CAASPP scores Spring 2015 scores: ELA 66% Math 38% CAASPP targets: To increase math scores by at least 5%. 100% of students had high quality, standards-aligned instructional materials. 85% of 5th grade and 82% of 7th grade students tested in the Healthy Fitness Zone. 100% of the students were provided with grade level specialty courses including Handwork, P.E., music, gardening, art and Spanish.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
2.1 Continue to have highly qualified teachers placed in all classrooms.		Salary and Benefits Certificated 1000-1999: Certificated Personnel Salaries Base \$911,069 3000-3999: Employee Benefits Base	All teachers are highly qualified. Salary and Benefits Certificated 1000-1999: Certificated Personnel Salaries Base \$929,855 3000-3999: Employee Benefits Base-included above
Scope of Service	School-wide		Scope of Service School-wide
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All
OR:			OR:

__ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)		__ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)	
2.2 Add 20% RSP position to extend RTI reading and math support	Salary and Benefits Certificated 1000-1999: Certificated Personnel Salaries Supplemental \$14,755 3000-3999: Employee Benefits Supplemental	The 20% addition to the RSP position extended RTI in reading and math.	Salary and Benefits Certificated 1000-1999: Certificated Personnel Salaries Supplemental \$15,153 3000-3999: Employee Benefits Supplemental – included above
Scope of Service: School-wide _____ __ All OR: X Low Income pupils X English Learners __ Foster Youth X Redesignated fluent English proficient __ Other Subgroups: (Specify)		Scope of Service: School-wide _____ __ All OR: X Low Income pupils X English Learners __ Foster Youth X Redesignated fluent English proficient __ Other Subgroups: (Specify)	
2.3 Implement after school homework support 4 days a week for grades 6-8.	Expenses unknown at this time.	This was implemented and increased teacher-student contact and assignment completion. Parents also appreciated this program.	Salary and Benefits Certificated 1000-1999: Certificated Personnel Salaries Supplemental \$2,665 2000-2999: Classified Salaries Supplemental \$330 3000-3999: Employee Benefits Supplemental – included above
Scope of Service: School-wide _____ __ All OR: X Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)		Scope of Service: School-wide _____ __ All OR: X Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)	
2.4 Provide middle school aide to	Salary and Benefits Classified,	Middle school aide improved the turn	Salary and Benefits Classified, Instructional Materials

<p>support students towards proficiency in math and ELA through a push-in model.</p>	<p>Instructional Materials 2000-2999: Classified Personnel Salaries Supplemental \$22,255 3000-3999: Employee Benefits Supplemental 4000-4999: Books And Supplies Supplemental</p>	<p>around time and tracking of student assignments, supported specific students academically, and streamlined practices across the three classes.</p>	<p>2000- 2999: Classified Personnel Salaries Supplemental \$13,765 3000-3999: Employee Benefits Supplemental –included above 4000-4999: Books And Supplies Supplemental \$880 5000-5999: Services Supplemental \$0</p>
<p>Scope of Service: School-wide</p> <p><input type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School-wide</p> <p><input type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.5 Provide instructional aide for grades 3- 5 to support students towards proficiency in math and ELA through a push-in model.</p>	<p>Salary and Benefits Classified 2000-2999: Classified Personnel Salaries Base \$15,380 3000-3999: Employee Benefits Base</p>	<p>Instructional aide provided small group support in math and ELA.</p>	<p>Salary and Benefits Classified 2000-2999: Classified Personnel Salaries Supplemental \$13,765 3000-3999: Employee Benefits Supplemental- included</p>
<p>Scope of Service: School-wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School-wide</p> <p><input type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.6 Purchase and provide materials that support common core standards instruction.</p>	<p>Instructional Materials including technology equipment. 4000-4999: Books And Supplies Lottery \$20,000</p>	<p>Purchased a class set of chrome books. Researched math text for grades 6-8th and provided common core aligned materials..</p>	<p>Instructional Materials including technology equipment. 4000- 4999: Books And Supplies Lottery \$35.080</p>

Scope of Service	School-wide		Scope of Service	School-wide	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
2.7 Collaborative Planning to develop instructional units integrating Common Core standards with existing curriculum.		Salary and Benefits Certificated substitute costs 1000-1999: Certificated Personnel Salaries Base \$6,050 3000-3999: Employee Benefits Base	Teachers participated in collaborative planning and professional development to implement common core state standards. Conferences and workshops attended focused on social emotional curriculum, student engagement, brain research, diversity awareness, study skills and work habits, grading and reading instruction. Middle school teachers created instructional units and materials integrating Common Core standards. The middle school report card was revised to be in alignment with the Common Core standards.		Salary and Benefits Certificated substitute costs 1000-1999: Certificated Personnel Salaries Base \$7,585 3000-3999: Employee Benefits Base-included above
Scope of Service	School-wide		Scope of Service	School-wide	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
2.8 Provide a 20% counselor.		Salary and Benefits Certificated 1000-1999: Certificated Personnel Salaries Base \$13,613	A school counselor was hired and served one day a week. She supported students with 504 plans. She resigned in December.		Salary and Benefits Certificated costs

		3000-3999: Employee Benefits Base 1000-1999: Certificated Personnel Salaries Supplemental 3000-3999: Employee Benefits Supplemental			1000-1999: Certificated Personnel Salaries Supplemental \$4,987 3000-3999: Employee Benefits Supplemental- included above
Scope of Service	School-wide		Scope of Service	School-wide	
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
2.9 Create a functioning library: Use Rotary Club grant to organize library system. Purchase furniture necessary for student seating in library.		Funding from outside organization, not budgeted until received.	A volunteer committee led by a retired SunRidge teacher and Michael Powell, of SCOE, has culled, catalogued and prepared more than half the collection.		Funding provided by Rotary.
Scope of Service	School-wide		Scope of Service	School-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
2.10 Continue to provide art, music, P.E. and other enrichment classes.		Professional Services P.E. is included in the highly qualified teachers section. 5800: Professional/Consulting Services And Operating	Art, music, P.E. and other enrichment classes were offered, including a reintroduction of Spanish classes in grades 4-8		Professional Services P.E. is included in the highly qualified teachers section. 5800: Professional/Consulting Services Base \$36,530

		Expenditures Base \$87,000			
Scope of Service	School-wide		Scope of Service	School-wide	
X All			X 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)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The middle school department will purchase a math textbook for the middle school. We plan to use more online interim assessments in math for the middle school grades. We will provide students with more practice of the tech skills necessary for SBAC testing. School-wide, we are researching the feasibility of hiring a library aide.			

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$60,753</u>
Supplemental Grant funding is projected at \$60,753 for 2016-17 based on the BASC LCFF calculator’s MPP worksheet. These funds will be spent on the students attending this charter. Expenditures include study skills, homework support and instructional materials that will principally serve unduplicated students. The administrative assistant will review data and coordinate instructional support to principally serve unduplicated students. This charter school has 18.89 percent of enrollment of unduplicated pupils. An after school homework support program for 6-8th graders principally directed towards serving underachieving students was implemented last year and will continue this year. Our experience shows that students who receive additional time and support have a better rate of work completion and academic achievement.	

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.

3.19	%
According to the BASC LCFF Calculator, the Minimum Proportionality Percentage (MPP) for 2016-17 is 3.19%. To achieve minimum proportionality we are providing increased instructional assistant services, added .20 FTE RSP position last year to extend RTI support, will contract with a Counselor that provides study skills and student support.	

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).