

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Dunham Elementary School District **Contact (Name, Title, Email, Phone Number):** Adam Schaible, Superintendent/Principal, aschaible@dunhamsd.k12.ca.us, 7077955050 **LCAP Year:** 2014-2015

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
September 4th parent information meeting at "Back To School Night": presented information to parents about Common Core implementation and the upcoming requirements of the LCAP	Questions posed by parents helped inform and frame future meetings.
Site Council Meeting on February 3rd - Reviewed and discussed draft LCAP template and guiding questions.	Site Council Representatives serve to offer parent contributions to school and district policy. They are a main source of parent input for the LCAP. Discussion focused on process and deadlines. Also discussed potential move to expand the community room and move kindergarten (Basic Services). School only has one bathroom for all 180 students and the Kindergarteners do not have a bathroom of their own. Site Council members agreed to return on February 24th with ideas after discussion with other parents and community members.
Dunham Board of Trustees meeting, September 10th.	Goal-Setting session. Board established goals to implement Common Core Standards, prepare for online assessments, and improve offerings of advancement opportunities. As a small school of only 170 students, the school board is one of the main sources of parent input for the LCAP.
January 14th meeting of the PTO.	Discussed the need for additional Community Room Space and bathrooms for TK and Kindergarten. One member of the board expressed her desire to bring Spanish language instruction to Dunham. Parent input about placement of the new Kindergarten classroom and community room expansion were brought to the Board of Trustees meeting that

Involvement Process	Impact on LCAP
	night. Board discussed expanding the project to include a second classroom for Transitional Kindergarten, and bathrooms inside each of the classrooms.
Site Council Follow up meeting - February 24th.	Site council engaged in discussion about Dunham Charter School's approach to the state's "Eight Priorities." The group agreed that the greatest need with regards to "basic services" would be addressed by the expansion and remodel of the community room, as well as the addition of new classrooms. Discussed also the reasons why many parents aren't able to attend 'family nights' during the school year. All agreed that the problem was not one of outreach, as there is more than adequate advertisement and incentive to attend. Competing priorities appear to be the biggest roadblocks (sports, boy/girl scouts, etc). Site Council parents feel largely satisfied with current program offerings and would like to see them continue.
ELL Parent Meeting held March 13th. Invitations sent out prior week and follow-up phone call invitation made by ELL teacher. Time changed from after school to during school times to accommodate parent work schedules.	Reviewed the Eight Priorities with two parents who attended the meeting, translated by the EL teacher. EL parents reported a high degree of satisfaction with the school and programs. With regards to their specific needs, the EL parents agreed that it would be helpful to have a translated version of the Weekly newsletter sent home, rather than emailed in English.
"Second Cup" meeting held on February 21st. This morning parent meeting was announced in the weekly email newsletter and on our Facebook page. Parents were invited to see the plans for the new classroom and offer ideas for school improvement. Ten parents attended.	Parents in attendance asked questions about Transitional Kindergarten and the new classroom. Parents offered ideas for new fundraising efforts and discussed how they can help support such efforts.
March 11th Board of Trustees meeting: All parents invited via weekly email to attend and contribute as Dunham board discusses progress on "advancement opportunities" and options for adding enrichment opportunities after school.	Parents in attendance advocated for additional enrichment opportunities and contributed to discussion about logistical concerns.
Spring survey revised and sent out to parents on March 20th. Survey revised version of regular yearly survey to correlate to 8 State Priorities.	Survey results confirm parent interest in expanding after school enrichment opportunities. Survey results about parent/student interests ranked from most to least interest by subject.
Site Council meeting on April 7th to review final draft and submit questions.	Draft approved by site council with edits from meeting. There were no questions or comments to responded to in writing. Minutes of from this meeting posted on Dunham Website.
Board of Trustees Meeting on April 8th - Board reviewed and discussed the draft.	Board offered suggestions for final draft. There were no questions or comments to respond to in writing.
Board of Trustees Meeting on May 13th - Public Hearing: LCAP	First of two Public Hearings for stakeholders to comment on the LCAP. There were no questions or comments to respond to in writing.
LCAP Draft Published on the school website on April 25th, two weeks prior to the Public Hearing on May 13th.	On website, stakeholders are given a downloadable .pdf of the LCAP draft along with instructions about how to offer comments. Website also includes instructions about how to obtain a hard copy of the LCAP draft in the office.
Consulted with bargaining unit on 5/7/14.	District will offer stipends for after-school programs. Also discussed uses of supplemental funding.
Board of Trustees Meeting on June 10th - Public Hearing LCAP	Second of two Public Hearings for stakeholders to comment on the LCAP. There were no questions or comments to respond to in writing.
Board of Trustees Meeting on June 17th - Approval of LCAP and 2014/15 Budget	Board votes to approve the LCAP and Budget for 2014/15.

Section 2: Goals and Progress Indicators

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, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Students need to be engaged and involved in their own education. Students need opportunities to explore and develop personal interests. Baseline metrics include: number of enrichment activities currently offered (8), current attendance rate (95%), current "chronically absent students" (0), current course access (100%), Current Physical Fitness proficiency rate (70.4%). The following metrics are not applicable: Middle School drop out rate, High School drop out rate, High School graduation rate.	School and district students will be engaged and involved in their own education.	All	Dunham Elementary		Students will have at least 10 after school program offerings. Improve attendance rate to 95.5%), maintain number of "chronically absent students" "0". Maintain course access at 100%. Improve Physical Fitness proficiency rate to 75%. The following metrics are not applicable: Middle School drop out rate, High School drop out rate, High School graduation rate.	Students will have at least 10 after school program offerings. Improve attendance rate to 96%), maintain number of "chronically absent students" at 0. Maintain course access at 100%. Improve Physical Fitness proficiency rate to 80%. The following metrics are not applicable: Middle School drop out rate, High School drop out rate, High School graduation rate.	Students will have at least 10 after school program offerings. Improve attendance rate to 97%, Maintain number of "chronically absent students" at "0". Maintain course access at 100%. Maintain Physical Fitness proficiency rate. The following metrics are not applicable: Middle School drop out rate, High School drop out rate, High School graduation rate.	1,3,4,6,7
Students need safe, secure and adequate school facilities. Entire school community needs additional space for added classes, events,	School and district will have safe, secure and adequate school facilities.	All	Dunham Elementary		Students will have 900 sq/ft of additional space for plays, activities, lunch and indoor P.E. days. School will	School will maintain high FIT report levels (maintain current levels: "4" or "good"), low suspension rates	School will maintain high FIT report levels (maintain current levels: "4" or "good"), low suspension rates	1,5,6,7,8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
performances, rainy-day p.e. and multi-class activities like "buddies." Currently the school has 900 sq/ft of community room space - only enough to fit students and a few adults standing around the perimeter. Community Room has no storage and aged carpeting. Kindergarten/TK need classrooms with bathrooms. Currently 176 students all share one bathroom. Baseline metrics will also include: FIT report (maintain current levels: "4" or "good"), Suspension Rates (currently 0 days), Expulsions (currently 0), School Climate Survey (indicators all above 90% for positive school climate).					maintain high FIT report levels (maintain current levels: "4" or "good"), low suspension rates (under 5 days), low expulsion rate (0), and high "positive indicators" on the School Climate Survey (90% for positive school climate).	(under 5 days), low expulsion rate (0), and high "positive indicators" on the School Climate Survey (90% for positive school climate).	(under 5 days), low expulsion rate (0), and high "positive indicators" on the School Climate Survey (90% for positive school climate).	
Parents need to be engaged in their child's education in	School and District will increase parent involvement in the	All	Dunham Elementary		School will add a translated, print version of the	District and Charter School will add monthly	Charter School and District will use Blackboard's	7,8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
order to maximize individual achievement. Data indicates that approximately 80% parents attended 7 community events over the course of the school year. Additional current metric, "Efforts to involve parents and seek/promote parent input," include: facebook page, website, weekly email updates to families, friday folder announcements, "Second Cup" town hall meeting with parents, education meetings with parents at back to school night.	classroom and at community events.				weekly newsletter. School and district will maintain outstanding efforts to involve parents and seek/promote parent input," include: facebook page, website, weekly email updates to families, friday folder announcements, "Second Cup" town hall meeting with parents, education meetings with parents at back to school night.	newsletter translated into spanish. School and district will maintain outstanding efforts to involve parents and seek/promote parent input," include: facebook page, website, weekly email updates to families, friday folder announcements, "Second Cup" town hall meeting with parents, education meetings with parents at back to school night.	"translation service" for emergency calls using the auto-dialer. School and district will maintain outstanding efforts to involve parents and seek/promote parent input," include: facebook page, website, weekly email updates to families, friday folder announcements, "Second Cup" town hall meeting with parents, education meetings with parents at back to school night.	
Students need to be proficient in the Common Core Standards in order to be successful at school. In 2012 (measured using the	Students at the school and district will be proficient in the Common Core State Standards	All	Dunham Elementary		School and District will use new State Benchmark Assessments to generate baseline data on student	Student achievement on benchmark assessments will increase by at least 10% over the 14/15.	Student achievement on benchmark assessments will increase by at least 10% over the 15/16.	2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
1997 standards) 63% of students were proficient in ELA and 100% of students were proficient in Math. Baseline metrics will also include District Benchmarks (currently 65% of students are proficient in math and ELA), CELDT scores (EA - 1), EL Reclassification Rate (NA), Implementation of Common Core (fully implemented). The following metrics are not applicable: API, A-G requirements, CTE, AP, EAP.					proficiency. School and District will improve benchmark proficiency to 70%, but will assess students using Common Core aligned assessments. School and district will improve CELDT "Early Advanced" scores to 2 out of 2 students. School and district will maintain high EL Reclassification Rate, and full implementation of Common Core.	School and district will maintain outstanding CELDT "Early Advanced" scores. School and district will maintain high EL Reclassification Rate, and full implementation of Common Core.	School and district will maintain CELDT "Early Advanced" scores to over 80% of students. School and district will maintain high EL Reclassification Rate, and full implementation of Common Core.	
In order to be successful, students need "highly qualified" teachers who are appropriately placed in accordance with their credentials. Currently the school has 1 highly qualified teacher and	Each class in the school and district will have a highly qualified, appropriately placed teacher	All	Dunham Elementary		School will have a highly qualified teacher	Teacher assignment will be adjusted in accordance to enrollment needs.	Teacher assignments will be adjusted in accordance to enrollment needs.	1

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) 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?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, 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?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
School and district students will be engaged and involved in their own education.	1,3,4,6,7	District and school will add after school enrichment activities. 2. Adjust teacher-run after school offerings in response to student/parent feedback. 3. Adjust teacher-run after school offerings in response to student/parent feedback.			Stipend for teacher 1000-1999: Certificated Personnel Salaries Base \$300	Teacher Stipends 1000-1999: Certificated Personnel Salaries Base \$300	Stipends 1000-1999: Certificated Personnel Salaries Base \$300
		District and School will expand enrichment opportunities through day-care. 2. Further expand enrichment offerings through the day-care program based on response from prior year parent surveys. 3. Expand/adjust enrichment programs offered through the day-care program.			Vendor Fees 5000-5999: Services And Other Operating Expenditures Base See Charter School Budget	None \$0	None \$0
		Split the Fall Drama program into two separate performances and move performances to Dunham. 2. Add PA system and lighting to enhance drama production value. 3. Adjust after-school drama program as needed to accommodate needs of the program.			Vendor Fees 5000-5999: Services And Other Operating Expenditures Other See Charter School Budget	PA system and Lighting 7000-7439: Other Outgo See Charter School Budget	Supplies and Equipment 0000: Unrestricted Base See Charter School Budget

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
School and district will have safe, secure and adequate school facilities.	1,5,6,7,8	Remove wall between Kindergarten and Community Room. 2. Add two new classrooms with restrooms. 3. Maintain community room to a high standard of cleanliness and safety.			Contractor, labor and supplies (including door). Utilize volunteer labor wherever possible. 6000-6999: Capital Outlay Other See Charter School Budget	Lease/Purchase Payment 7000-7439: Other Outgo Base See Charter School Budget	Maintenance and Lease Purchase Agreement Payment 5000-5999: Services And Other Operating Expenditures Base See Charter School Budget
		Add a door between office space and expanded Community Room.			Contractor, labor and supplies. Utilize volunteer labor wherever possible. 6000-6999: Capital Outlay Other See Charter School Budget		
		Replace Flooring in Community Room.			New rubber-backed carpet; removal of old. 6000-6999: Capital Outlay Other See Charter School Budget		
		Remove wall attachments (bulletin boards, white boards, etc) and paint.			Volunteer labor, paint and supplies. 7000-7439: Other Outgo Other \$0		
		Add TK and Kindergarten Classrooms			Payment on Lease/Purchase for Portables 5000-5999: Services And Other Operating Expenditures Base See Charter School Budget		
School and District will increase parent involvement in the classroom and at community events.	7,8	District and School will translate weekly emails and print for Friday Folders 2. Adjust translation offerings in response to feedback from parents			No fiscal impact 5000-5999: Services And Other Operating Expenditures Supplemental \$0	Translation Services 0000: Unrestricted Base \$0	Translation Services 0000: Unrestricted Supplemental \$0

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. School will maintain translation services and expand in response to parent feedback.					
Students at the school and district will be proficient in the Common Core State Standards	2	District and School will use new Smarter Balanced Benchmark assessments to monitor student progress and adjust instruction. 2. School will adjust after school support and intervention programs to adjust to prior year data. 3. District and School will provide ongoing staff development in delivery of common core state standards.			No fiscal impact - benchmark will be offered to charter schools and districts free of charge. 0000: Unrestricted Base \$0	After-School and Intervention Teachers 1000-1999: Certificated Personnel Salaries Base See Charter School Budget	Consulting fees 5000-5999: Services And Other Operating Expenditures Base See Charter School Budget
		District and School will provide ongoing training on best practices for delivering CCSS based instruction. 3. School will adjust benchmark testing based on data from prior year.			Consultant/Trainer Fees 5000-5999: Services And Other Operating Expenditures Base See Charter School Budget	Add assessments as needed 5000-5999: Services And Other Operating Expenditures Base See Charter School Budget	
Each class in the school and district will have a highly qualified, appropriately placed teacher	1	Certificated Salaries and Benefits 2. Evaluate and adjust staffing according to enrollment. 3. Adjust staffing to respond to enrollment			Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries Base \$78,433	Certificated Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$80,001	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$81,600

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
School and district students will be engaged and involved in their own education.	1,3,4,6,7	School and District will offer discounted day care and after school program rates for families who are signed up for Free or Reduced-Price lunches. 2. Add after school/summer school offerings as indicated by data from CASSP 3. Add after school/summer school offerings as indicated by data from 15/16 CASSP			Loss of revenue due to discount. 0000: Unrestricted Supplemental See Charter School Budget	Teacher 1000-1999: Certificated Personnel Salaries Other See Charter School Budget	Teacher 1000-1999: Certificated Personnel Salaries Supplemental See Charter School Budget
		2. School and District will offer discounted day care and after school program rates for families who are signed up for Free or Reduced-Price lunches. 3. School and District will offer discounted day care and after school program rates for families who are signed up for Free or Reduced-Price lunches.				Loss of revenue 0000: Unrestricted Supplemental See Charter School Budget	Decreased revenue 0000: Unrestricted Supplemental See Charter School Budget
School and district will have safe, secure and adequate school facilities.	1,5,6,7,8						

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
School and District will increase parent involvement in the classroom and at community events.	7,8	Fliers sent home will be translated 2. Expand translation services as needed. 3. Maintain translation services and expand in response to parent feedback.			Translation Services to be provided by EL teacher	Translation provided by the EL teacher 1000-1999: Certificated Personnel Salaries Supplemental 0	Translation Services \$0
Students at the school and district will be proficient in the Common Core State Standards	2	School and District will offer after school math support for students scoring below basic. 2. School and District will offer after school math support for students scoring below basic. 3. Adjust benchmark testing based on data from prior year.			Teacher Stipend 1000-1999: Certificated Personnel Salaries Supplemental	Teacher Stipends 1000-1999: Certificated Personnel Salaries Supplemental \$2000	Materials 4000-4999: Books And Supplies Base See Charter School Budget
		School will use the "Lexia" on-line intervention program to support struggling language learners 2. School will use the online program "Lexia" to support English Learners 3. School and District will offer after school math support for students scoring below basic.			Subscription 1000-1999: Certificated Personnel Salaries Other See Charter School Budget	No cost: year two of two year subscription 5000-5999: Services And Other Operating Expenditures Supplemental \$0	Teacher Stipends 5000-5999: Services And Other Operating Expenditures Base See Charter Budget

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. School will use the online program "Lexia" to support English Learners					Year three of a three year subscription 5000-5999: Services And Other Operating Expenditures Supplemental \$0
Each class in the school and district will have a highly qualified, appropriately placed teacher	1	District and School will provide an ELL teacher to support language learners. 2. District and school will provide an ELL teacher to support language learners. 3. District and school will provide an ELL teacher to support language learners.			Salary 2000-2999: Classified Personnel Salaries Supplemental \$1,649	Salary 2000-2999: Classified Personnel Salaries Supplemental \$2000	Salary 1000-1999: Certificated Personnel Salaries Supplemental \$2200
		3. Provide additional training in supporting ELL in mastering the CCSS.					Training and support 5000-5999: Services And Other Operating Expenditures Supplemental See Charter School Budget
		3. Hire and Retain highly qualified ELL teacher			Base		Salary and Benefits 1000-1999: Certificated Personnel Salaries Base See Charter School Budget

- C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

The school expects to receive a .98% increase in funds (\$1,860) in the LCAP year calculated on the basis of the number and concentration of low income, and English learner pupils. We do not have any Foster Youth enrolled at this time. The increase in funds will be used increase communication with Spanish speaking families, increasing the accessibility of after-school and summer school programs, and supporting mastery of the Common Core Standards for low-income and ELL students. This will be accomplished by establishing a discounted rate on after-school programs for students who qualify for free or reduced price lunch, which includes all of the English learner families. The school will also employ an ELL teacher, and purchase a support program for reading. All of these expenses, with the exception of the ELL teacher, will be provided by the charter school with district students being allowed access. Additionally, the school and district will begin translating all school-home correspondence. The total cost of these services far exceeds the \$1,860 per year that we expect to receive through supplemental grants.

- D. 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). 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). 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.

Dunham Elementary school has 2 English learners. The school serves 2 students who qualify for free and reduced price lunch. The "unduplicated count" for Dunham Elementary is 2. The school will receive a minimum proportionality increase of 1.98% and will increase services for EL students by adding translation services to all weekly correspondence going home from the school, helping boost parent participation in school events. The school and district will employ a certificated ELL teacher to provide instruction and the district will offer discounted rates on after school enrichment programs offered through the day-care after school program. Discounted after-care rates will give subgroup children access to after-school homework support. The district is also purchasing a subscription to a web-based service called "Lexia" will be used to serve the low-income and a EL children. By providing a certificated teacher to provide EL instruction, we have increased services to these unduplicated students. The cost of this certificated teacher when compared to the cost of the teacher for all students results in an increase in services of 2.1%, exceeding the required 1.99% minimum.

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.