

Public Hearing: 6/25/15 Agenda Item #14.D
Approval: 6/29/15 Agenda Item #6.D

Local Control and Accountability Plan 2015-16

**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:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should

demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>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 CST 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.</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 and Educational 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, with input specifically gathered on March 26, 2015.

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 input from these surveys was used in creating the goals and actions of this plan.

The LCAP was brought to both the Parent Council and the Charter Council in January 2015 to assess progress. Further input was gathered from the Parent Council on May 4, 2015. Input from the student council was on gathered on March 25, 2015. The Charter Council discussed the LCAP on May 19 and reviewed and approved the finalized LCAP on June 9, 2015.

Board Meeting for Public Hearing of LCAP and Budget: June 25, 2015.

Board Meeting for Approval of LCAP and Budget: June 29, 2015.

Review of Surveys: The surveys indicated generally very positive views by parents, faculty and students about their school. Areas where improvement is indicated include: more multicultural instructional materials and continued behavioral management. The ratings on student surveys indicated that on a scale (of 1 to 5 with 5 highest), that an average score of 4.19 for feeling safe at school and 4.61 for not being bullied or harassed by another student.

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

Annual Update:

Review of Data: The most recent CST 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. There was no additional cost for parent involvement.

parent involvement through volunteer opportunities, parent education and fun family events.

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 and Educational 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, 2015 and faculty members of the Charter Council took part in the final approval of the LCAP in June, 2015.

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. There is also high parent and faculty interest for a Spanish program.

Based on the review of last year's LCAP, we are planning to continue programs identified below and to implement the following changes:

- Increase maintenance services to ensure campus safety.
- Continue to provide custodial services to keep campus safe.
- 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 classes
- Continue professional development and classroom implementation of TRIBES social inclusion curriculum
- Continue Cyber Civics curriculum for 6-8th grades.

Continue to offer volunteer opportunities for parent involvement.

Monitor school attendance.

Purchase and provide additional instructional materials that support common core standards instruction.

Provide faculty with collaborative planning time to develop instructional units integrating Common Core standards with existing curriculum.

Create a functioning library:

Use Rotary Club grant to organize library system.

Purchase furniture necessary for student seating in library.

Continue to have highly qualified teachers placed in all classrooms.

Add a .20 RSP position to extend RTI reading and math support.

Implement after school homework support 4 days a week for grades 6-8.

Implement a .20 counseling position.

Provide middle school aide to support students towards proficiency in math and ELA through a push-in model.

Provide instructional aide for grades 3-5 to support students towards proficiency in math and ELA through a push-in model.

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 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	<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>
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Goal Applies to:	Schools:	SunRidge Charter School
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2015-16

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
Increase 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 <hr/> Funding: LCFF Base \$61,449 Res 0000, Obj 2x, 3x, 438x

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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 <hr/> Funding: LCFF Base \$34,870 Res 0000, Obj 2x, 3x, 4x
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 classes Continue professional development and classroom implementation of TRIBES social inclusion curriculum Continue Cyber Civics curriculum for 6-8th grades.		<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 <hr/> Funding: LCFF Base \$7,000 Res 0000, Obj 52x
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 <hr/> Funding: LCFF Base \$2,000 Res 0000, Obj 586x
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	Office staff monitors student attendance <hr/> Funding: LCFF Base \$1,300 Res 0000, Obj 584x

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2016-17			
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
Increase maintenance services to ensure campus safety.	School-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salary and Benefits Classified and supplies Funding: LCFF Base \$63,870 Res 0000, Obj 2x, 3x, 438x
Provide Custodial services to keep campus safe.	School-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salary and Benefits Classified and supplies Funding: LCFF Base \$36,195 Res 0000, Obj 2x, 3x, 4x
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 classes		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Professional Development Funding: LCFF Base \$7,140 Res 0000, Obj 52x

Salary,

Continue professional development and classroom implementation of TRIBES social inclusion curriculum		(Specify)	
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 Funding: LCFF Base \$2,050 Res 0000, Obj 586x
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 Funding: LCFF Base \$1,325 Res 0000, Obj 584x

LCAP Year 3: 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase 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 Funding: LCFF Base \$66,515 Res 0000, Obj 2x, 3x, 438x

5000-5
\$1,225

2000-2

<p>Provide Custodial services to keep campus safe.</p>	<p>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>Salary and Benefits Classified and supplies Funding: LCFF Base \$37,635 Res 0000, Obj 2x, 3x, 4x</p>	<p>Salary,</p>
<p>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 classes Continue professional development and classroom implementation of TRIBES social inclusion curriculum</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>Professional Development Funding: LCFF Base \$7,280 Res 0000, Obj 52x</p>	
<p>Continue to offer volunteer opportunities for parent involvement.</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>Safety/Security Funding: LCFF Base \$2,100 Res 0000, Obj 586x</p>	
<p>Monitor school attendance.</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>Office staff monitors student attendance Funding: LCFF Base \$1,355 Res 0000, Obj 584x</p>	

<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: 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</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: Establish baseline results from 2015 test administration</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>	<table border="1"> <tr> <td data-bbox="308 1036 428 1081"> <p>Schools:</p> </td> <td data-bbox="428 1036 2009 1081"> <p>SunRidge Charter School</p> </td> </tr> <tr> <td data-bbox="308 1081 632 1148"> <p>Applicable Pupil Subgroups:</p> </td> <td data-bbox="632 1081 2009 1148"> <p>All students</p> </td> </tr> </table>	<p>Schools:</p>	<p>SunRidge Charter School</p>	<p>Applicable Pupil Subgroups:</p>	<p>All students</p>
<p>Schools:</p>	<p>SunRidge Charter School</p>				
<p>Applicable Pupil Subgroups:</p>	<p>All students</p>				

LCAP Year 1: 2015-16

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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to have highly qualified teachers placed 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 Funding: LCFF Base \$911,069 Res 0000, Obj 1x, 3x
Add 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 Funding: LCFF Supplemental \$14,755 Res 0000, Obj 1x, 3x
Implement 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)	Expenses unknown at this time.
Provide middle school aide 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	Salary and Benefits Classified, Instructional Materials Funding: LCFF Supplemental \$14,755 + \$7,500

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Res 0000, Obj 2x, 3x + 4x
Provide instructional aide for grades 3-5 to support students towards proficiency in math and ELA through a push-in model.		<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 Funding: LCFF Base \$15,380 Res 0000, Obj 2x, 3x
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. Funding: Lottery \$20,000 Res 1100, 6300, Obj 43x, 44x
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 Funding: LCFF Base \$6,050 Res 0000, Obj 1x, 3x
Provide a 20% counselor.		<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	Salary and Benefits Certificated Funding: LCFF Base & Supplemental \$13,613 Res 0000, Obj 1x, 3x

		English proficient _ Other Subgroups: (Specify)	
Create a functioning library: Use Rotary Club grant to organize library system. Purchase furniture necessary for student seating in library.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding from outside organization, not budgeted until received.
Continue to provide art, music, P.E. and other enrichment classes.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Services Funding: LCFF Base \$87,000 Res 0000, Obj 58x P.E. is included in the highly qualified teachers section.

LCAP Year 2: 2016-17

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
Highly qualified teachers in all classrooms		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salary and Benefits Certificated Funding: LCFF Base \$943,190 Res 0000, Obj 1x, 3x

<p>Continue 20% RSP position to extend RTI reading and math support</p>		<p><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)</p>	<p>Salary and Benefits Certificated Funding: LCFF Supplemental \$15,270 Res 0000, Obj 1x, 3x</p>
<p>Implement after school homework support 4 days a week for grades 6-8.</p>		<p><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)</p>	<p>Expenses unknown at this time.</p>
<p>Provide middle school aide to support students towards proficiency in math and ELA through a push-in model.</p>		<p><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)</p>	<p>Salary and Benefits Classified, Instructional Materials Funding: LCFF Supplemental \$14,740 + \$7,650 Res 0000, Obj 2x, 3x + 4x</p>
<p>Provide instructional aide for grades 3-5 to support students towards proficiency in math and ELA through a push-in model.</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>Salary and Benefits Classified Funding: LCFF Base \$16,040 Res 0000, Obj 2x, 3x</p>
<p>Purchase and provide materials that support common</p>		<p><input checked="" type="checkbox"/> All</p>	<p>Instructional Materials including technology equipment.</p>

core standards instruction.		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: Lottery \$20,000 Res 1100, 6300, Obj 43x, 44x
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 Funding: LCFF Base \$6,650 Res 0000, Obj 1x, 3x
Provide a 20% counselor.		<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 Funding: LCFF Supplemental \$14,090 Res 0000, Obj 1x, 3x
Create a functioning library: Use Rotary Club grant to organize library system. Purchase furniture necessary for student seating in library.		<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.
Continue to provide art, music, P.E. and other enrichment classes.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Professional Services Funding: LCFF Base \$88,740 Res 0000, Obj 58x

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	P.E. is included in the highly qualified teachers section.
LCAP Year 3: 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
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 Funding: LCFF Base \$977,900 Res 0000, Obj 1x, 3x
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 Funding: LCFF Supplemental \$15,835 Res 0000, Obj 1x, 3x
Implement 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	Expenses unknown at this time.

		_ Other Subgroups: (Specify)	
Provide middle school aide to support students towards proficiency in math and ELA through a push-in model.		_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salary and Benefits Classified, Instructional Materials Funding: LCFF Supplemental \$15,403 + \$7,800 Res 0000, Obj 2x, 3x + 4x
Provide instructional aide for grades 3-5 to support students towards proficiency in math and ELA through a push-in model.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salary and Benefits Classified Funding: LCFF Base \$16,765 Res 0000, Obj 2x, 3x
Purchase and provide materials that support common core standards instruction.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Materials including technology equipment. Funding: Lottery \$20,000 Res 1100, 6300, Obj 43x, 44x
Collaborative Planning to develop instructional units integrating Common Core standards with existing curriculum.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salary and Benefits Certificated substitute costs Funding: LCFF Base \$7,320 Res 0000, Obj 1x, 3x

<p>Provide a 20% counselor.</p>		<p><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)</p>	<p>Salary and Benefits Certificated Funding: LCFF Supplemental \$14,605 Res 0000, Obj 1x, 3x</p>
<p>Create a functioning library: Use Rotary Club grant to organize library system. Purchase furniture necessary for student seating in library.</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>Funding provided by Rotary.</p>
<p>Continue to provide art, music, P.E. and other enrichment classes.</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>Professional Services Funding: LCFF Base \$90,510 Res 0000, Obj 58x P.E. is included in the highly qualified teachers section.</p>

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?

Original GOAL 1 from prior year LCAP:	Maintain high standards in facility maintenance. Improve maintenance assessment and review system.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools:	SunRidge Charter School
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	Improved tracking of maintenance work to further improve prompt attention to needs. FIT survey good.	Actual Annual Measurable Outcomes:	Effectively implemented tracking system.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Develop maintenance record system and implement. Provide maintenance services to keep campus safe.	Record system developed and implemented. 5000-5999: Services And Other Operating Expenditures Base \$1,200 Salary, Benefits, materials 2000-2999: Classified Personnel Salaries Base \$28,180	Maintenance system developed and implemented, tracking daily work and weekly safety checks. Redefined job description and hiring to increase facility services.	Salary and Benefits Classified and supplies Funding: LCFF Base \$31,515 Res 0000, Obj 2x, 3x, 438x
Scope of Service	School-wide	Scope of Service	School-wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> 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)	
Provide Custodial services to keep	Salary, Benefits, Supplies 2000-	Custodian services provided.	Salary and Benefits Classified and

campus safe.		2999: Classified Personnel Salaries Base \$38,295			supplies Funding: LCFF Base \$37,270 Res 0000, Obj 2x, 3x, 4x
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)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Hiring a facilities manager.			

Original GOAL 2 from prior year LCAP:	Maintain 100% highly qualified teachers.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: SunRidge Charter School	
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	Maintain 100% highly qualified teachers.	Actual Annual Measurable Outcomes:	100% of teachers are appropriately assigned and highly qualified.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain 100% highly qualified teachers.	Salary and Benefits for Highly Qualified Teachers. 1000-1999: Certificated Personnel Salaries Base \$868,350	All classrooms have highly qualified teachers.	Salary and Benefits Certificated Funding: LCFF Base \$914,373 Res 0000, Obj 1x, 3x
<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)		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)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to maintain 100% highly qualified teachers.
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Original GOAL 3 from prior year LCAP:	Maintain generally high scores while increasing the percent of students scoring proficient or above in ELA and Math.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 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:	Increase number of students proficient in ELA and Math. Establish CAASPP ELA & Math proficiency baselines	Actual Annual Measurable Outcomes:	CAASPP data pending.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
RSP teacher will increase RTI program.	Salary and Benefits for Education Specialist	CAASPP baseline data will be used to determine targets in the fall. RSP added RTI groups.	Salary and Benefits Certificated Funding: LCFF Supplemental \$5,770 Res 0000, Obj 1x, 3x
Scope of Service	School-wide	Scope of Service	School wide
_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase individualized support for students scoring below proficient in LA	Salary & Benefits (IAEM) 2000-2999: Classified Personnel Salaries	Instructional Assistants hired to provide support.	Salary and Benefits Classified and supplies

and Math		Supplemental \$10,760		Funding: LCFF Supplemental \$2,125 Res 0000, Obj 2x, 3x
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 _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase instructional assistant time to support intervention. Provide math support via Dreambox software.		Salary, Benefits, software licenses 2000-2999: Classified Personnel Salaries Supplemental \$10,380	We did not purchase Dreambox. Instead we purchased instructional materials to support intervention.	Instructional Materials Funding: LCFF Supplemental \$3,650 Res 0000, Obj 43x
Scope of Service	School-wide		Scope of Service	School wide
_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: <input checked="" type="checkbox"/> 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?		Provide more instructional aide time for grades 3-8. Implement an after school homework support program. Add .20 position to RSP/RTI program.		

Original GOAL 4 from prior year LCAP:	Maintain high level of moving ELLs to proficient	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: SunRidge Charter School	
	Applicable Pupil Subgroups:	ELL students

Expected Annual Measurable Outcomes:	CAASPP targets to be determined using baselines	Actual Annual Measurable Outcomes:	2 EI students redesignated at start of year. EL students supported with rich oral language learning environment and aide.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services									
Budgeted Expenditures		Estimated Actual Annual Expenditures									
Currently less than 4%. Increase instructional time to support intervention. Provide instructional materials.	Salary, Benefits, materials 2000-2999: Classified Personnel Salaries Supplemental \$7,900	Hired an EL aide in February to support EL students.	Salary and Benefits Classified and supplies Funding: LCFF Supplemental \$2,125 Res 0000, Obj 2x, 3x								
<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>School-wide</td> </tr> <tr> <td colspan="2"> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	School-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>School wide</td> </tr> <tr> <td colspan="2"> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	School wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Scope of Service	School-wide										
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
Scope of Service	School wide										
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
Provide rigorous instructional program that is offered to all students. Monitor achievement and differentiate as needed.	Currently no cost, included in regular program	Continued to provide rigorous instructional program. No additional costs.	No additional costs.								

Scope of Service	School-wide		Scope of Service	School wide	
_ All			_ All		
OR: _ Low Income pupils _ English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth <input checked="" type="checkbox"/> 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?	Due to very low number of EL students, instructional assistant will serve all unduplicated students.				

Original GOAL 5 from prior year LCAP:	Teachers fully trained and supported to implement Common Core	Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: SunRidge Charter School	
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	Better and more effective instruction in classrooms, improved student learning	Actual Annual Measurable Outcomes:	Common Core expenditures were documented for technology, professional development and instructional materials. CAASPP data pending.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a) Purchase needed technology equipment b) Provide teacher training in common core implementation c) Collaboratively develop formative assessment system for improved instruction d) Purchase, develop and implement technology curriculum for grades 6-8	Instructional materials, supplies, conferences Base \$8,500	Purchased needed technology - additional set of chrome books with cart, earphones, and mice (3).	(1) Professional development Funding: LCFF Base, Common Core \$2,855 Res 0000, 7405, Obj 5202
	Supplemental	Purchased laptops for teachers in grades 1-5, plus 7 ipads for RSP and 6-8th grade teachers (3).	(2) Salary and Benefits Certificated substitute costs Funding: LCFF Base \$2,715 Res 0000, Obj 1x, 3x
	Common core carryover to be used for additional teacher training and technology costs, not budgeted at this time.	Faculty attended trainings to integrate Common Core standards in ELA and Math (1).	(3) Technology equipment, programs Funding: LCFF Base, Common Core \$18,640 Res 0000, 7405, Obj 43x, 44x
		Faculty wide SCOE professional development on Math (1).	
		Middle school teachers trained in Google Docs Illuminate, and Cyber Civics (1).	
		Four teachers and 1 administrator attended SCOE workshop on Formative Assessment. Still working on	

		<p>assessment system (1).</p> <p>Math specialist attended New Generation Science standards training (1).</p> <p>Collaborative meeting time for teachers to discuss assessment and curriculum in math and writing (2).</p> <p>Collaborative meeting time to revise technology policy and implement curriculum in grades 6-8.</p>					
<table border="1"> <tr> <td>Scope of Service</td> <td>School-wide</td> </tr> </table>	Scope of Service	School-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide	
Scope of Service	School-wide						
Scope of Service	School wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Continue to provide professional development to integrate Common Core standards. Provide substitute/release time for curriculum development.</p>						

Original GOAL 6 from prior year LCAP:	Increase attendance by 1%.		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 <u>X</u> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All students		
Expected Annual Measurable Outcomes:	Maintain Improved student attendance rate	Actual Annual Measurable Outcomes:	Attendance rate, including home study program, is 93.88%. Last year's attendance rate was 94.26%	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
Increase student and parent education about good attendance	Budgeted Expenditures		Estimated Actual Annual Expenditures	Parent contact Funding: LCFF Base \$2,950 Res 0000, Obj 59x
	Parent information disseminated and presented at parent meetings 5000-5999: Services And Other Operating Expenditures Base \$5,200		<p>Analysis of this year's class attendance indicates that K-2 grades are less than 94% which was true last year, grades 3-6 are at or above 94% as was true last year, and grades 7 and 8 are below 94% this year but were higher last year.</p> <p>Parent education regarding attendance and tardies was regularly disseminated through parent evenings and newsletter.</p> <p>Letters regarding attendance and tardies were sent home quarterly.</p> <p>Two parent conferences regarding attendance were held by administrators with one situation improving measurably.</p>	
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)	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue parent education and efforts to reach attendance goals.
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Original GOAL 7 from prior year LCAP:	Maintain 0 chronic absenteeism Maintain 0 drop out rate in middle school	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: SunRidge Charter	
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	Maintain low level of chronic absenteeism and middle school drop-out rate	Actual Annual Measurable Outcomes:	One new student with chronic absenteeism in first semester. There were no cases of middle school students dropping out.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain current level of attendance at all grade levels.		Attendance maintained except for student documented below. We received a new student with a history of chronic absenteeism. The first semester attendance rate was about 50%. Meetings were held with parent and student regularly to support engagement and prompt, consistent arrival to school. The second semester attendance rate was 77%.	No cost, already part of the regular program.
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: School wide <hr/> <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)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

No change.

Original GOAL 8 from prior year LCAP:	Reduce incidences of teasing in lower grades; reduce incidences of inappropriate talk in middle school grades; reduce incidences of students being disrespectful and/or disruptive in class.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <u>X</u> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: SunRidge Charter School	
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	Healthier social/emotional climate for all students. Improved learning and working environment for faculty and students.	Actual Annual Measurable Outcomes:	Annual survey rating system changed this year. We will be able to compare results beginning 2016. This year, parents rated factors relating to the social and emotional climate as at least 3.8 out of 5 with most being in the range of 4 out of 5. The faculty survey indicated factors relating to the social and emotional climate in the 4 out of 5 range.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase focus on use of Tribes social and emotional curriculum through training of teachers	Teacher training in Tribes 5000-5999: Services And Other Operating Expenditures Base \$2,000	TRIBES trainer had to cancel presentation, rescheduled for August. Two professional development days focused collaboratively and school-wide on classroom management and discipline policy (2). Second grade piloted Toolbox program. Students in grades 5-8 provided with socio-emotional curriculum taught by Rick Concoff (1). Increased recess supervision for grades 1-4 with more adult supervision and also 6th and 7th graders serving as playground monitors. Updated and revised school-wide	(1) Professional Services Funding: Local \$900 Res 9401, Obj 58x (2) Salary and Benefits Certificated substitute costs Funding: LCFF Base \$2,715 Res 0000, Obj 1x, 3x Unnumbered items, no additional cost.

		discipline policy. Student council was started.	
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)	
Develop and implement sexual harassment training in grades 7	Develop training, gather resources, implement. 5000-5999: Services And Other Operating Expenditures Base \$1,000	This training was developed and provided to grades 5-8	Cost is not separate from regular program.
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)	
a) Clarify/revise and consistently implement discipline policies and procedures b) Provide staff training in positive, effective ways to prevent, re-direct, and/or correct disruptive or disrespectful behavior	Clarify and revise discipline policies and procedures, and provide staff training. 5000-5999: Services And Other Operating Expenditures Base \$2,000	Discipline policy revised and staff received training.	No cost.

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?	<p>Piloting Toolbox in several grades.</p> <p>TRIBES presentation rescheduled for August.</p> <p>Students in grades 5-8 provided with socio-emotional curriculum.</p> <p>Continue increased recess supervision for grades 1-4 with more adult supervision and also 6th and 7th graders serving as playground monitors.</p> <p>Student council will continue.</p>				

Original GOAL 9 from prior year LCAP:	Maintain suspension rate below 2%. Maintain expulsion rate below .5%.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: SunRidge Charter School		
	Applicable Pupil Subgroups:	All students	
Expected Annual Measurable Outcomes:	Maintain current low rates	Actual Annual Measurable Outcomes: Suspension rate was below 2% and expulsion rate was 0%.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement revised discipline policy	No additional cost	Implemented revised discipline policy.	No additional cost.
<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)		Scope of Service: School wide <hr/> <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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No change.		

Original GOAL 10 from prior year LCAP:	Maintain collaborative model of Parent Council, Charter Council.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: SunRidge Charter School	
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	Maintain current participation rates	Actual Annual Measurable Outcomes:	Parent Council and Charter Council met at least monthly and addressed goals.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services			
	Budgeted Expenditures		Estimated Actual Annual Expenditures		
Parent council will have representatives from each class and meet monthly.	No additional cost	Parent Council had representatives from each of the 10 classes and met monthly to facilitate social and cultural events, such as Parent Education, and to coordinate parent volunteers. The council clarified its purpose, and put on three excellent community building events: Falling Leaves Festival, Community Dance, and Community Dinner and Talent Show.	No additional cost		
<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)		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td style="text-align: center;">School wide</td> </tr> </table> <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)	Scope of Service	School wide	
Scope of Service	School wide				

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Continue strong collaboration with parents.

Original GOAL 11 from prior year LCAP:	Maintain current high levels of physical fitness.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: SunRidge Charter School Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	Maintain current high levels of physical fitness.	Actual Annual Measurable Outcomes:	92% of the 5th graders and 89% of 7th graders in the Healthy Fitness Zone.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide movement program.		Continue to provide an excellent movement program.	Professional services. Funding: Local \$3,040 Res 9041, Obj 58x
<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)		Scope of Service School wide <hr/> <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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Update annual fitness scores.		

Original GOAL 12 from prior year LCAP:	Maintain 3x per year reading assessments for all students	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	SunRidge Charter	
Expected Annual Measurable Outcomes:	Improved reading instruction, and student reading proficiency	Actual Annual Measurable Outcomes: Results of assessments document student progress in basic skills such as fluency and comprehension.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Complete reading screenings for all grades.		Reading screenings were completed in the fall and winter; due to the CAASPP testing it was completed only for the second grade in the spring.	Screenings were done by current staff, no additional cost.
<input checked="" type="checkbox"/> All		Scope of Service	
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		School wide	
		<input checked="" type="checkbox"/> All	
		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?	School-wide reading screenings will be twice a year.		

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:	\$44,137
Supplemental Grant funding is projected at \$44,137 for 2015-16 based on the BASC LCFF calculator’s MPP worksheet. These funds will be spent on the students attending this charter. Expenditures include computer software, technology equipment and instructional materials. Expenditures also include instructional support and counseling services. This charter school has 18.25 percent of enrollment of unduplicated pupils.	

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.

2.43	%
According to the BASC LCFF Calculator, the Minimum Proportionality Percentage (MPP) for 2015-16 is 2.43%. To achieve minimum proportionality we are providing increased instructional assistant services, add .20 FTE RSP position to extend RTI support, hire a part time Pupil Personnel Counselor.	

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).