

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

Introduction:

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LCAP Year: 2014-15

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 |
|--|---|
| <p>In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-Santa Clara ("MSA-Santa Clara" or "Charter School") has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.</p> <p>Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, Dean meetings, and staff meetings. In addition, the Charter School conducted surveys for parents, students, and teachers and the Charter School staff did home visits. These all served as a way to inform, educate, and gather input & feedback from all critical stakeholders.</p> <p>The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for LEP students and immigrants, and a WASC action plan for continual school improvement. Therefore, LCAP has been received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.</p> | <p>All major groups were informed of the LCAP work and given an opportunity to participate. The Charter School LCAP committee reviewed input from all stakeholders and synthesized input to include the following major goal areas in the LCAP over the next three years:</p> <ul style="list-style-type: none"> ▪ Fully implement state-adopted ELA and math academic content and performance standards by 2014-15 for all students, including subgroups, and support teacher professional development ▪ Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement ▪ Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets ▪ Analyze our programs for EL and SWD to provide increased instructional support to these student groups ▪ Develop college-preparedness by offering "Advisory" classes, a college planning and career exploration program for students, offer special programs to prepare students for the SAT/ACT tests, encourage students to take AP courses and participate in the EAP ▪ Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in the Charter School to maintain sense of safety and school connectedness <p>Other input included increase in employee salaries and the number of school-level support positions, investing in effective technology to enhance instruction in the classroom, and offering more STEM programs at the Charter School.</p> |

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 | |
| <p>Need: To ensure teachers are appropriately assigned and fully credentialed</p> <p>Metrics: Percentage of teachers who will be appropriately assigned and fully credentialed</p> | For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter | All | | | | | Basic Services | |
| <p>Need: To ensure every pupil has sufficient access to standards-aligned instructional materials</p> <p>Metrics: Percentage of students who will have sufficient access to standards-aligned instructional materials</p> | For each year of the charter, every student will have sufficient access to standards-aligned instructional materials. | All | | | | | Basic Services | |
| <p>Need: To ensure school facilities are maintained in good repair</p> <p>Metrics:</p> | For each year of the charter, the school facilities will be maintained in good repair. | All | | | | | Basic Services | |

| 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.) |
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| | 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 | |
| Percentage of items on facility inspection checklists in compliance/good standing | | | | | ≥90% | ≥90% | ≥90% | |
| Need: To implement Common Core State Standards Metrics: Percentage of CCSS implementation | Charter School will fully implement state-adopted ELA and Math academic content and performance standards by 2014-15 for all students, including subgroups. Charter School will seek to implement academic content and performance standards for all core subjects as they are adopted by the state. | All | | | 100% | 100% | 100% | Implementation of Common Core State Standards |
| Need: To implement Common Core State Standards Metrics: Percentage of teacher participation in professional development on the implementation of CCSS | Annually, teachers will participate in professional development on the implementation of CCSS. | All | | | 100% | 100% | 100% | Implementation of Common Core State Standards |
| Need: To enable EL | All students will gain academic content | All (with a focus on English Learners) | | | | | | Implementation of Common Core State |

| 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.) |
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| | 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 | |
| <p>students to gain academic content knowledge and English language proficiency</p> <p>Metrics: Percentage of students who will gain academic content knowledge through the implementation of CCSS</p> | <p>knowledge through the implementation of CCSS.</p> | | | | 100% | 100% | 100% | Standards |
| <p>Need: To increase parental involvement and seek parent input for making decisions for the Charter School</p> <p>Metrics: Minimum number of parents on the School Site Council (SSC)</p> <p>Minimum number of SSC meetings per year</p> <p>Minimum number of SSC meetings per year</p> | <p>Charter School will provide opportunities for parent input in school site decisions</p> | All | | | 2 parents | 2 parents | 2 parents | Parental Involvement |
| | | | | | 4 meetings | 4 meetings | 4 meetings | |
| | | | | | 4 meetings | 4 meetings | 4 meetings | |

| 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.) |
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| | 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 | |
| Minimum number of Parent Task Force (PTF) meetings per year | | | | | 4 meetings | 4 meetings | 4 meetings | |
| Need: To promote parent participation Metrics: Minimum number of parent activities/ events Charter School will hold per year Teachers will update CoolSIS records Minimum number of progress reports/ report cards sent to parents per year Percentage of students who will be home-visited per year | Charter School will provide opportunities for parent involvement. | All | | | 5 activities/events Daily/weekly 4 reports ≥25% | 5 activities/events Daily/weekly 4 reports ≥25% | 5 activities/events Daily/weekly 4 reports ≥25% | Parental Involvement |
| Need: To increase the percentage of students who score proficient or above in English Language | Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy on the CAASP assessment | | | | | | | Pupil Achievement |

| 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 | |
| <p>Arts/Literacy on the CAASP assessment system.</p> <p>Metrics: Proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA/Literacy on the CAASP assessment system based on prior year data</p> | system. | <p>All</p> <p>Latino Students</p> <p>Low Income Students</p> <p>English Learners</p> <p>Students with Disabilities</p> | | | <p>Meet or exceed target</p> <p>Meet or exceed target</p> <p>Meet or exceed target</p> <p>Meet or exceed target</p> <p>Meet or exceed target</p> <p>Meet or exceed target</p> | <p>Meet or exceed target</p> <p>Meet or exceed target</p> <p>Meet or exceed target</p> <p>Meet or exceed target</p> <p>Meet or exceed target</p> <p>Meet or exceed target</p> | <p>Meet or exceed target</p> <p>Meet or exceed target</p> <p>Meet or exceed target</p> <p>Meet or exceed target</p> <p>Meet or exceed target</p> <p>Meet or exceed target</p> | |
| <p>Need: To increase the percentage of students who score proficient or above in math on the CAASP assessment system.</p> <p>Metrics: Proficiency/growth targets for all students, including all numerically significant student subgroups, in math on the CAASP assessment system</p> | Charter School will set and strive to meet proficiency targets in math on the CAASP assessment system. | <p>All</p> <p>Latino Students</p> <p>Low Income Students</p> <p>English Learners</p> | | | <p>Meet or exceed target</p> <p>Meet or exceed target</p> <p>Meet or exceed target</p> <p>Meet or exceed target</p> <p>Meet or exceed target</p> | <p>Meet or exceed target</p> <p>Meet or exceed target</p> <p>Meet or exceed target</p> <p>Meet or exceed target</p> <p>Meet or exceed target</p> | <p>Meet or exceed target</p> <p>Meet or exceed target</p> <p>Meet or exceed target</p> <p>Meet or exceed target</p> <p>Meet or exceed target</p> | Pupil Achievement |

| 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 | |
| based on prior year data | | Students with Disabilities | | | Meet or exceed target | Meet or exceed target | Meet or exceed target | |
| <p>Need: To increase the API score for all students, including all numerically significant student subgroups, based on prior year data</p> <p>Metrics: API score for all students, including all numerically significant student subgroups, based on prior year data</p> | Charter School will meet or exceed the annual API growth target. | All Latino Students Low Income Students English Learners Students with Disabilities | | | Meet or exceed target Meet or exceed target Meet or exceed target Meet or exceed target Meet or exceed target Meet or exceed target | Meet or exceed target Meet or exceed target Meet or exceed target Meet or exceed target Meet or exceed target Meet or exceed target | Meet or exceed target Meet or exceed target Meet or exceed target Meet or exceed target Meet or exceed target Meet or exceed target | Pupil Achievement |
| <p>Need: To increase the percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program</p> | Students will be on track to be college/career ready. | | | | | | | Pupil Achievement |

| 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.) |
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| | 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 | |
| requirements Metrics: Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements | | All | | | ≥90% | ≥90% | ≥90% | |
| Need: To increase the percentage of ELs who make progress toward English language proficiency Metrics: Percentage of ELs advancing at least one overall performance level on the CELDT | ELs will advance at least one overall performance level on the CELDT each year. | English Learners | | | 50% | 50% | 50% | Pupil Achievement |
| Need: To increase the percentage of ELs reclassified to fluent English proficient (RFEP) Metrics: Percentage of ELs | EL students will be reclassified as fluent English proficient (RFEP) annually. | English Learners | | | ≥50% | ≥50% | ≥50% | Pupil Achievement |

| 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 | |
| reclassified to fluent English proficient (RFEP) | | | | | | | | |
| <p>Need: To increase the percentage of students who take and pass AP exams</p> <p>Metrics: Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher</p> | Students will take and pass AP exams at a high rate. | All | | | ≥NA | ≥50% | ≥50% | Pupil Achievement |
| <p>Need: To increase the percentage of students who demonstrate college preparedness pursuant to the EAP.</p> <p>Metrics: Percentage of students who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent assessment of college</p> | Students will demonstrate college preparedness pursuant to the EAP. | All | | | 50% | 55% | 60% | Pupil Achievement |

| 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 | |
| preparedness | | | | | | | | |
| Need: To increase the ADA rate Metrics: ADA rate | Charter School will maintain a high student attendance rate. | All | | | ≥95% | ≥95% | ≥95% | Student Engagement |
| Need: To decrease the chronic absenteeism rate Metrics: Chronic absenteeism rate | Charter School will maintain a low chronic absenteeism rate. | All | | | ≤1% | ≤1% | ≤1% | Student Engagement |
| Need: To decrease the middle school dropout rate Metrics: Middle school dropout rate | Charter School will maintain a low middle school dropout rate. | All | | | ≤1% | ≤1% | ≤1% | Student Engagement |
| Need: To decrease the high school dropout rate Metrics: High school dropout rate | Charter School will maintain a low high school dropout rate. | All | | | ≤1% | ≤1% | ≤1% | Student Engagement |
| Need: To increase the high school graduation rate | Charter School will maintain a high rate of high school graduation. | | | | | | | Student Engagement |

| 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.) |
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| | 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 | |
| Metrics: Four-year cohort graduation rate | | All | | | NA% | 75% | 80% | |
| Need: To decrease the student suspension rate Metrics: Student suspension rate | Charter School will maintain a low student suspension rate. | All | | | ≤5% | ≤5% | ≤5% | School Climate |
| Need: To decrease the student expulsion rate Metrics: Student expulsion rate | Charter School will maintain a low student expulsion rate. | All | | | ≤1% | ≤1% | ≤1% | School Climate |
| Need: To increase the sense of safety and school connectedness Metrics: Approval rating on surveys of students, parents, and teachers on the sense of safety and school connectedness | Students, parents, and teachers will feel a sense of community and connectedness. | All | | | ≥85% | ≥85% | ≥85% | School Climate |

| 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 | |
| <p>Need: To increase access to and enroll in all courses</p> <p>Metrics: Percentage of students, including all subgroups, unduplicated students, and students with exceptional needs, who will have access to and enroll in all core subjects and electives available</p> | Students, including all student subgroups and students with exceptional needs, will have access to and enroll in Charter School's academic and educational program as outlined in the charter petition. | All | | | 100% | 100% | 100% | Course Access |
| <p>Need: To increase student proficiency in all courses</p> <p>Metrics: Percentage of students enrolled for a full academic year who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives.</p> | Students will attain proficiency in core subjects (English, mathematics, social sciences, and science) and electives. | All | | | ≥80% | ≥80% | ≥80% | Pupil Outcomes |

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 |
| For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter | Basic Services | Charter School will conduct credential review as part of teacher hiring process Charter School will annually review master schedule/teacher assignments to ensure compliance | LEA-wide/School-wide | | 20,000.00 5800-BTSA expenses, EL authorization fees | \$20,000.00 5800-BTSA expenses, EL authorization fees | \$20,000.00 5800-BTSA expenses, EL authorization fees |
| For each year of the charter, every student will have sufficient access to standards-aligned instructional materials. | Basic Services | Charter School will annually review alignment of instructional materials to standards. Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials Charter School will annually review budget and plan to ensure adequate budget for instructional materials | LEA-wide/School-wide | | \$123,386.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.) | \$101,280.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.) | \$108,228.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.) |
| For each year of the charter, the school facilities will be maintained in good repair. | Basic Services | Annual and monthly facility inspections will screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness. | LEA-wide/School-wide | | \$68,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits | \$94,860.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits | \$96,757.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits |

| 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 |
| <p>Charter School will fully implement state-adopted ELA and Math academic content and performance standards by 2014-15 for all students, including subgroups.</p> <p>Charter School will seek to implement academic content and performance standards for all core subjects as they are adopted by the state.</p> <p>Annually, teachers will participate in professional development on the implementation of CCSS.</p> | Implementation of Common Core State Standards | <p>Charter School will implement its Common Core Transition Plan.</p> <p>Charter School will ensure ELA and Math curricula and assessments are aligned to the CCSS.</p> <p>Annually, teachers will participate in professional development on the implementation of CCSS.</p> | LEA-wide/School-wide | | <p>\$55,000.00</p> <p>--Extra ELA & math support staff salaries & benefits --Common core funds --MAP testing --5800 PD</p> | <p>\$55,000.00</p> <p>--Extra ELA & math support staff salaries & benefits --MAP testing --5800 PD</p> | <p>\$55,000.00</p> <p>--Extra ELA & math support staff salaries & benefits --MAP testing --5800 PD</p> |
| All students will gain academic content knowledge through the implementation of CCSS. | Implementation of Common Core State Standards | EL students will participate in ELA/Literacy instruction with appropriate instructional support. | LEA-wide/School-wide | | <p>\$35,000.00</p> <p>--Extra ELA salaries & 4200-A.R.</p> | <p>\$35,000.00</p> <p>--Extra ELA salaries & 4200-A.R.</p> | <p>\$35,000.00</p> <p>--Extra ELA salaries & 4200-A.R.</p> |
| Charter School will provide opportunities for | Parental Involvement | Charter School will have parents on its School Site Council (SSC). | LEA-wide/School-wide | | | | |

| 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 |
| parent input in school site decisions | | <p>Charter School will hold regular SSC meetings.</p> <p>Charter School will have a Parent Task Force (PTF).</p> <p>Charter School will hold regular PTF meetings.</p> | | | | | |
| Charter School will provide opportunities for parent involvement. | Parental Involvement | <p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.</p> <p>Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through CoolSIS, an online web portal.</p> <p>Charter School will communicate with the parents of academically low-achieving students.</p> <p>Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p> | LEA-wide/School-wide | | <p>\$35,000.00</p> <p>--5800-CoolSIS</p> <p>--Home visit stipends</p> | <p>\$35,000.00</p> <p>--5800-CoolSIS</p> <p>--Home visit stipends</p> | <p>\$35,000.00</p> <p>--5800-CoolSIS</p> <p>--Home visit stipends</p> |
| Charter School will set and strive to meet proficiency targets in English Language | Pupil Achievement | <p>Charter School will set targets based on prior year data once baseline has been established.</p> <p>Charter School will</p> | LEA-wide/School-wide | | <p>\$28,000.00</p> <p>--Extra ELA support staff salaries & benefits</p> | <p>\$28,560.00</p> <p>--Extra ELA support staff salaries & benefits</p> | <p>\$29,131.00</p> <p>--Extra ELA support staff salaries & benefits</p> |

| 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 |
| Arts/Literacy on the CAASP assessment system. | | <p>synthesize information into reports.</p> <p>Charter School will regularly review progress towards targets.</p> <p>Charter School will provide additional supports and interventions, as needed.</p> | | | | | |
| Charter School will set and strive to meet proficiency targets in math on the CAASP assessment system. | Pupil Achievement | <p>Charter School will set targets based on prior year data once baseline has been established.</p> <p>Charter School will synthesize information into reports.</p> <p>Charter School will regularly review progress towards targets.</p> <p>Charter School will provide additional supports and interventions, as needed.</p> | LEA-wide/School-wide | | \$28,000.00 --Extra math support staff salaries & benefits | \$28,560.00 --Extra math support staff salaries & benefits | \$29,131.00 --Extra math support staff salaries & benefits |
| Charter School will meet or exceed the annual API growth target. | Pupil Achievement | Charter School will regularly review progress towards targets. | LEA-wide/School-wide | | \$7,000.00 --Testing coordinator --MAP testing | \$7,000.00 --Testing coordinator --MAP testing | \$7,000.00 --Testing coordinator --MAP testing |
| Students will be on track to be college/career ready. | Pupil Achievement | <p>Charter School will offer courses that meet UC/CSU admission requirements.</p> <p>Charter School will offer "Advisory" classes, a college planning and career exploration program for students.</p> | LEA-wide/School-wide | | \$65,000.00 --College Advisor salary & benefits --SAT/ACT teacher salaries & benefits | \$65,000.00 --College Advisor salary & benefits --SAT/ACT teacher salaries & benefits | \$65,000.00 --College Advisor salary & benefits --SAT/ACT teacher salaries & benefits |

| 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 |
| | | <p>Charter School will offer special programs to prepare students for the SAT/ACT tests.</p> <p>Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.</p> | | | | | |
| ELs will advance at least one overall performance level on the CELDT each year. | Pupil Achievement | EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed. | LEA-wide/School-wide | | \$28,000.00 --Extra math support staff salaries & benefits | \$28,560.00 --Extra math support staff salaries & benefits | \$29,131.00 --Extra math support staff salaries & benefits |
| EL students will be reclassified as fluent English proficient (RFEP) annually. | Pupil Achievement | EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed. | LEA-wide/School-wide | | \$28,000.00 --Extra math support staff salaries & benefits | \$28,560.00 --Extra math support staff salaries & benefits | \$29,131.00 --Extra math support staff salaries & benefits |
| Students will take and pass AP exams at a high rate. | Pupil Achievement | Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. | LEA-wide/School-wide | | \$45,000.00 --AP teacher salaries & benefits --AP workshops --AP test fees | \$45,000.00 --AP teacher salaries & benefits --AP workshops --AP test fees | \$45,000.00 --AP teacher salaries & benefits --AP workshops --AP test fees |
| Students will demonstrate college preparedness pursuant to the EAP. | Pupil Achievement | Charter School will encourage and support students to participate in the EAP program and demonstrate college preparedness. | LEA-wide/School-wide | | \$50,000.00 --Advisory teacher salaries | \$50,000.00 --Advisory teacher salaries | \$50,000.00 --Advisory teacher salaries |

| 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 |
| | | <p>Charter School will offer "Advisory" classes, a college planning and career exploration program for students.</p> <p>Charter School will regularly review progress towards targets.</p> | | | | | |
| Charter School will maintain a high student attendance rate. | Student Engagement | <p>Charter School will provide a safe environment that cultivates respect for self and others.</p> <p>Charter School will encourage and support student attendance.</p> | LEA-wide/School-wide | | \$160,000.00 --Dean of Students salary & benefits --GRFL teacher salary & benefits --Attendance clerk salary & benefits | \$160,000.00 --Dean of Students salary & benefits --GRFL teacher salary & benefits --Attendance clerk salary & benefits | \$160,000.00 --Dean of Students salary & benefits --GRFL teacher salary & benefits --Attendance clerk salary & benefits |
| Charter School will maintain a low chronic absenteeism rate. | Student Engagement | <p>Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook.</p> <p>Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled.</p> | LEA-wide/School-wide | | \$70,000.00 --Attendance clerk salary & benefits --School Reach fees --Dean of Students salary & benefits | \$70,000.00 --Attendance clerk salary & benefits --School Reach fees --Dean of Students salary & benefits | \$70,000.00 --Attendance clerk salary & benefits --School Reach fees --Dean of Students salary & benefits |
| Charter School will maintain a low middle school dropout rate. | Student Engagement | <p>Charter School will reduce dropout rates by providing academic and social support in a small school environment.</p> <p>Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled.</p> | LEA-wide/School-wide | | \$165,000.00 --Dean of Academics, College Advisor salary & benefits --Attendance clerk salary & benefits | \$165,000.00 --Dean of Academics, College Advisor salary & benefits --Attendance clerk salary & benefits | \$165,000.00 --Dean of Academics, College Advisor salary & benefits --Attendance clerk salary & benefits |

| 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 |
| Charter School will maintain a low high school dropout rate. | Student Engagement | Charter School will reduce dropout rates by providing academic and social support in a small school environment. Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled. | LEA-wide/School-wide | | | | |
| Charter School will maintain a high rate of high school graduation. | Student Engagement | Charter School will develop and gain support for a school culture that promotes high expectations for all its students, including high school graduation. | LEA-wide/School-wide | | \$65,000.00 --College Advisor salary & benefits | \$65,000.00 --College Advisor salary & benefits | \$65,000.00 --College Advisor salary & benefits |
| Charter School will maintain a low student suspension rate. | School Climate | Charter School will annually assess its suspension policies and procedures. Charter School will document and implement the alternatives to suspension. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School staff will acknowledge and encourage positive student behavior and improvements. | LEA-wide/School-wide | | \$120,000.00 --Dean of Students salary & benefits --GRFL teacher salary & benefits --CoolSIS behavior module fees | \$120,000.00 --Dean of Students salary & benefits --GRFL teacher salary & benefits --CoolSIS behavior module fees | \$120,000.00 --Dean of Students salary & benefits --GRFL teacher salary & benefits --CoolSIS behavior module fees |

| 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 |
| Charter School will maintain a low student expulsion rate. | School Climate | <p>Charter School will annually assess its expulsion policies and procedures.</p> <p>Charter School will document and implement the alternatives to expulsion.</p> <p>Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p> <p>Charter School staff will acknowledge and encourage positive student behavior and improvements.</p> | LEA-wide/School-wide | | <p>\$120,000.00</p> <p>--Dean of Students salary & benefits --GRFL teacher salary & benefits --CoolSIS behavior module fees</p> | <p>\$120,000.00</p> <p>--Dean of Students salary & benefits --GRFL teacher salary & benefits --CoolSIS behavior module fees</p> | <p>\$120,000.00</p> <p>--Dean of Students salary & benefits --GRFL teacher salary & benefits --CoolSIS behavior module fees</p> |
| Students, parents, and teachers will feel a sense of community and connectedness. | School Climate | Charter School will annually administer school satisfaction surveys to students, parents, and teachers. | LEA-wide/School-wide | | <p>\$3,000</p> <p>--Survey expenses</p> | <p>\$3,000</p> <p>--Survey expenses</p> | <p>\$3,000</p> <p>--Survey expenses</p> |
| Students, including all student subgroups and students with exceptional needs, will have access to and enroll in Charter School's academic and educational program as | Course Access | <p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in the charter petition.</p> <p>Charter School will design its master schedule to meet the needs of its students.</p> | LEA-wide/School-wide | | <p>\$65,000</p> <p>--Dean of Academics salary & benefits</p> | <p>\$65,000</p> <p>--Dean of Academics salary & benefits</p> | <p>\$65,000</p> <p>--Dean of Academics salary & benefits</p> |

| 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 |
| outlined in the charter petition. | | All academic content areas will be available to all students, including student subgroups, at all grade levels. | | | | | |
| Students will attain proficiency in core subjects (English, mathematics, social sciences, and science) and electives. | Pupil Outcomes | Charter School will regularly review progress towards targets. Charter School will provide additional supports and interventions, as needed. | LEA-wide/School-wide | | \$7,000 --MAP testing fees --Enrichment & afterschool intervention salaries | \$7,000 --MAP testing fees --Enrichment & afterschool intervention salaries | \$7,000 --MAP testing fees --Enrichment & afterschool intervention salaries |

- 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, if applicable) | 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 |
| <p>For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.</p> <p>Students will attain proficiency in core subjects (English, mathematics, social sciences, and science) and electives.</p> <p>Charter School will provide opportunities for parent involvement.</p> | <p>Basic Services</p> <p>Pupil Outcomes</p> <p>Parental Involvement</p> | <p>For low income pupils:</p> <p>Charter School will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements.</p> <p>Charter School will expand summer learning programs to prevent summer learning loss.</p> <p>Charter School will provide resources for increased outreach efforts to low income families including home visits and meetings.</p> <p>Charter School will provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and</p> | LEA-wide/School-wide | | <p>\$75,000</p> <p>Afterschool programs</p> <p>Summer learning programs</p> <p>Home visits</p> <p>Parent trainings</p> <p>Career/college readiness activities for low income pupils</p> | <p>\$75,000</p> <p>Afterschool programs</p> <p>Summer learning programs</p> <p>Home visits</p> <p>Parent trainings</p> <p>Career/college readiness activities for low income pupils</p> | <p>\$75,000</p> <p>Afterschool programs</p> <p>Summer learning programs</p> <p>Home visits</p> <p>Parent trainings</p> <p>Career/college readiness activities for low income pupils</p> |

| Goal (Include and identify all goals from Section 2, if applicable) | 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 |
| <p>Students will be on track to be college/career ready.</p> <p>Charter School will provide STEM related programs and activities to enable low income students to experience success in STEM fields</p> <p>Charter School will maintain a high student attendance rate.</p> <p>Charter School will maintain a low chronic absenteeism rate.</p> <p>Students, parents, and teachers will feel a sense of community and connectedness.</p> | <p>Pupil Achievement</p> <p>Pupil Achievement</p> <p>Student Engagement</p> <p>Student Engagement</p> <p>School Climate</p> | <p>resources.</p> <p>Charter School will provide targeted assistance to low income students in career/college readiness activities and guidance.</p> <p>Charter School will provide STEM related courses, clubs, field trips, competitions, and other activities to promote STEM.</p> <p>Charter School will provide bullying prevention training.</p> <p>Charter School will provide/pilot programs such as Second Step and Why Try to provide explicit social/emotional instruction.</p> | | | | | |

| Goal (Include and identify all goals from Section 2, if applicable) | 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 |
| <p>EL students will gain academic content knowledge through the implementation of CCSS.</p> <p>ELs will advance at least one overall performance level on the CELDT each year.</p> <p>EL students will be reclassified as fluent English proficient (RFEP) annually.</p> | <p>Implementation of Common Core State Standards</p> <p>Pupil Achievement</p> | <p>For English learners:</p> <p>EL students will participate in ELA/Literacy instruction with appropriate instructional support.</p> <p>Charter School will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.</p> <p>Charter School will implement its English Learners Master Plan.</p> <p>EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.</p> <p>Charter School will provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.</p> <p>Charter School will provide additional teaching sections of EL intervention courses.</p> | LEA-wide/School-wide | | <p>\$55,000</p> <p>EL intervention courses</p> <p>Bilingual instructional assistants</p> <p>ESL/ELD/EL instructional materials</p> <p>Parent trainings for bilingual parents</p> <p>EL progress analysis towards targets</p> | <p>\$55,000</p> <p>EL intervention courses</p> <p>Bilingual instructional assistants</p> <p>ESL/ELD/EL instructional materials</p> <p>Parent trainings for bilingual parents</p> <p>EL progress analysis towards targets</p> | <p>\$55,000</p> <p>EL intervention courses</p> <p>Bilingual instructional assistants</p> <p>ESL/ELD/EL instructional materials</p> <p>Parent trainings for bilingual parents</p> <p>EL progress analysis towards targets</p> |

| Goal (Include and identify all goals from Section 2, if applicable) | 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 |
| <p>Charter School will provide opportunities for parent involvement.</p> <p>Students will attain proficiency in core subjects (English, mathematics, social sciences, and science) and electives.</p> | <p>Parental Involvement</p> <p>Pupil Outcomes</p> | <p>Charter School will provide a range of standards-aligned supplemental instructional resources in English and home languages.</p> <p>Charter School will provide culturally and linguistically relevant materials for students</p> <p>Charter School will provide ongoing Common Core Parent Training for bilingual parents at ELAC meetings.</p> <p>Charter School will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education</p> <p>Charter School will regularly review progress towards targets.</p> <p>Charter School will provide additional supports and interventions, as needed.</p> | | | | | |

| Goal (Include and identify all goals from Section 2, if applicable) | 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 |
| <p>Students, including all student subgroups and students with exceptional needs, will have access to and enroll in Charter School's academic and educational program as outlined in the charter petition.</p> <p>Students, parents, and teachers will feel a sense of community and connectedness.</p> | <p>Course Access</p> <p>School Climate</p> | <p>For foster youth:</p> <p>Foster youth will receive educational counseling</p> <p>Foster youth will receive academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth</p> <p>Foster youth will be encouraged and supported to engage in extracurricular activities in order to adverse the effects of school mobility on foster youth</p> <p>Charter School will improve communication with foster guardians</p> | LEA-wide/School-wide | | NA | NA | NA |
| See English learners above. | See English learners above. | <p>For redesignated fluent English proficient pupils:</p> <p>Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEPs)</p> | LEA-wide/School-wide | | See English learners above. | | |

- 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.)

MSA-Santa Clara’s identified GAP funding increase in FY 14-15 is approximately \$241,357. This amount will be \$267,265 in FY 15-16 and \$186,938 FY 16-17. These funds are calculated based on our population of English Language Learners, students identified as socio-economically disadvantaged and foster youth.

The Charter School will offer a variety of support programs and supports specifically for English learners, low-income students and foster youth. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. The Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, character education classes, positive behavior support and restorative practices.

Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. The Charter School recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, the Charter School will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Charter School Local Control and Accountability Plan and addresses the needs of our school’s English learners, low Income students and foster youth.

- 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.

| MSA-Santa Clara Proportionality Calculation | | | | |
|--|-------------|-------------|-------------|-------------|
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| Estimated Total LCFF Funding | \$2,967,331 | \$3,448,839 | \$3,857,135 | \$4,230,041 |
| Estimated Base Grant | n/a | \$3,369,462 | \$3,706,275 | \$4,059,895 |
| Estimated Total of Supplemental Grants | n/a | \$79,377 | \$150,860 | \$170,146 |
| Proportional Increase or improvement in services for low income/English learner/foster youth pupils as compared to the services provided to all pupils in that fiscal year | n/a | 2.36% | 4.07% | 4.19% |

The Charter School’s Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated can be seen above. The Charter School addresses the needs of our school’s English learners, low Income students and foster youth by providing the services described in the prior sections. The majority of students served at the Charter School will be focus students and the Charter School will continue to maintain and improve its services to unduplicated students.

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.