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

Introduction:

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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
A. Stakeholder Committee: A stakeholder group met beginning in winter 2013 to be trained and develop a basic understanding of the LCAP requirements. This committee continued to meet bi-monthly throughout the LCAP process to read stakeholder feedback, revise goals, and add to document.	A. Stakeholder Committee: The stakeholder group helped to develop goals based on the state priorities and chartering document. The Committee also assumed the role of data analysis and revisions in order to complete the draft document. After the second survey, the Committee revised the draft into the final document.
B. Board/Community Training: The Board and any community members in attendance received briefings beginning in the spring of 2013 on the LCFF and LCAP requirements. A full presentation with an interactive survey was conducted in May 2014 (see public meeting below).	B. Board/Community Training: During this training the Board reminded staff of our mission/vision and asked that this plan remain consistent with our Charter. Other questions were asked and answered which helped the Committee revise draft 1.
C. Initial Development Survey: An online survey was made available to all stakeholders via the Charter's website with an announcement asking for participation on the homepage. The survey was published for 10 weeks, and consisted of prioritizing the draft 1 goals on a priority scale. There were 724 respondents with the following self-reported demographics: 154 staff members, 10 community members, 477 parents, and 71 students; 157 Hispanics, 537 White, 29 African American, 100 other/multiple races; 43 low income, 6 English as a Second Language, 38 representing students with IEP/504, 7 who have/are foster children, 120 who have/are high achieving students, and 60 who have/are academically struggling.	C. After the survey was complete, the Committee analyzed the data and shared the findings with the public in May. The findings suggested that some of the sub-goals that were less refined were actually a priority to the stakeholder group (e.g.: facility security; flex funds for student personalization; support for struggling students). Therefore, the Committee prioritized these sub-goals going into the final draft.
D. Open Board/Public Meeting: In May 2014 a detailed presentation was conducted with the Board and community in attendance. The presentation had the following components: LCAP background, charter compliance, components, state priorities, timeline, priority and alignment, and stakeholder initial survey data. All participants then took part in an interactive survey where each attendee gave their feedback on the draft #2 goals.	D. After the data was analyzed from the initial survey, the public was given an opportunity to comment and list their top 5 goals and lowest 5 goals in an interactive survey. This data was then added to the draft review survey data below.
E. Draft Review Survey: The day following the public meeting, an online survey was posted for three weeks to ask all stakeholders their thoughts on the Charter's goals. There were 178 respondents.	E. The draft review survey was much like the public hearing activity where participants were asked to name their top 5 and bottom 5 goals. This data was added to the findings from the public meeting. From there, the top goals were prioritized in the final document.

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	
Goal #1 Need: Support transition to Common Core State Standards and the California Assessment of Student Performance and Progress (CAASPP) through curriculum alignment and teacher training on best practices. Metrics: CCSS curriculum progress and training until 100% implemented. CAASPP participation above 95%.	Develop a Common Core-based curriculum which incorporates modular units to scaffold and support all students, including struggling students who are in remote areas. Use CAASPP baseline data (once available) as a measure of student achievement by individual, school-wide, significant subgroup (White, Hispanic, English Learner, Students with Disabilities, Socio-Economically Disadvantaged), and teacher. Other measurable assessments will include research-proven diagnostic, end-of-course, and benchmark exams. Each year review all assessment vehicles to ensure quality and consistency of data. Develop staff on Common Core implementation.	All	All		Align 50% of school-developed curriculum to Common Core. Train teaching staff on CCSS best practices in ELA/L & math. 95% participation in operational CAASPP.	Align 50% of school-developed curriculum to Common Core (to reach 100%). Continue to train teaching staff on CCSS best practices in ELA/L & math. Begin training in science, social science, and career/technical subject areas. 95% participation in operational CAASPP.	Complete initial training of teaching staff in science, social science, and career/technical subject areas. Expect full alignment to CCSS in all curriculum and teaching practices. 95% participation in CAASPP.	State Goals: 1, 2, 4, 5 & 7 Local Goals (Charter Document): pp. 1, 19-21
Goal #2 Need: Increase the percentage of K-8th grade students scoring proficient or advanced on school-wide standards- based	Enhance the use of ST Math, I-Ready, and other online programs to personalize learning and provide necessary support in math and English-language arts/literacy.	All	All		Baseline. Develop staff, analyze participation data, and	Baseline, plus 2% in each significant subgroup. Continue year 1	Baseline, plus 2% in each significant subgroup. Continue year 2	State Goals: 4, 5, 6 & 7 Local Goals (Charter

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	
assessments in English-Language Arts/Literacy and mathematics across all significant subgroups. Metric: Baseline, plus annual progress.	Increase percentage of 3rd-8th grade students scoring proficient or advanced on CAASPP.				correlate time spent on online supports with progress. Expand staff training on data-driven instruction.	development and data and expand use of tools. Expand staff training on data-driven instruction.	development and data and expand use of tools. Expand staff training on data-driven instruction.	Document): p. 21
Goal #3 Need: Support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, A-G approved coursework and sequence, and improving EAP passing rates (exemptions). Metrics: CTE course offerings, CTE course enrollment, A-G enrollment, A-G completion, and EAP exemption rates.	To increase career-readiness, the charter will further develop course offerings in the areas of Career-Technical Education (CTE) and internships. The goal is to maximize CTE pathway offerings and increase internship participation among our high school students. To increase college readiness, the charter will increase concurrent/dual enrollment services to all interested high school students with local community colleges where the students will study on campus, while receiving both college and high school credits. Increase counseling services. Implement the newly-approved CSU Expository Reading and Writing Course (ERWC) for grades 11 and 12. Ensure teachers are credentialed in content areas, per independent study guidelines.	All	All		Baseline. Expand communication/ advantages to students/parents on opportunities. Work with community colleges, as needed. Comply with all credentialing guidelines.	Baseline, plus 5% increase in CTE and A-G enrollment and 5% increase in EAP exemption rates. Continue to expand communication/ advantages to students/parents on opportunities. Work with community colleges, as needed. Comply with all credentialing guidelines.	Baseline, plus 5% increase in CTE and A-G enrollment and 5% increase in EAP exemption rates. Continue to expand communication/ advantages to students/parents on opportunities. Work with community colleges, as needed. Comply with all credentialing guidelines.	State Goals: 4, 5, 6 & 7 Local Goals (Charter Document): pp. 19-20, 22
Goal #4 Need: Improve student safety and school culture. Metric: All school facilities will be upgraded to an internal ranking of level 3.	Facility security and maintenance will be prioritized through the internal evaluation system with all facilities being 100% complaint (level 3 security) by 2017.	All	All		75% of school facilities will be at level 2.	60% of school facilities will be at level 3.	100% of school facilities will be at level 3.	State Goals: 1 & 6 Local Goals (Charter Document): p. 79 (MOU)

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	
Goal #5 Need: Increase course access and student engagement by utilizing 21st century tools, resources and materials. Metric: All students will be able to access needed curricular materials on demand.	In an effort to increase technology readiness, the Charter will ensure each student access to a Chromebook (or other similar technology) throughout all programs.	All	All		All Homeschool students in grades 3-11 will receive a Chromebook (or similar device) upon enrollment. All programs will have a 10:1 (student: Chromebook).	All incoming Homeschool students in selected grade levels will receive a Chromebook upon enrollment. All programs will be replenished to 8:1 levels.	All incoming Homeschool students in selected grade levels will receive a Chromebook upon enrollment. All programs will be replenished to 8:1 levels.	State Goals: 1, 4, 5 & 7 Local Goals (Charter Document): pp. 4-5
Goal #6 Need: Increase support for struggling students. Metrics: Development and use tool box and proper curriculum choices. Contract and implementation of best practices team.	Contract with an established, highly successful group who study successful urban (Socio-economically disadvantaged and English Learner) schools across the country for best practices. These consultants will work intensively with Directors to develop and support best practices with these particular subgroups. A charter staff person will also be a part of the training and learn the support systems in order to ensure continuity and longevity of the program. Develop a tool box for Resource Specialists and other credentialed staff which will include hands-on materials and teacher guides designed to work with a wide-range of grade levels and abilities.	All	All		Develop Tool Box and train necessary staff. Begin working with contractor on best practices and implement in 5 programs.	Continue to train staff on Tool Box. Continue work with contractor and implement in 5 additional programs.	Continue to train staff on Tool Box. Continue work with contractor and implement in all programs.	State Goals: 1, 2, 3 & 4 Local Goals (Charter Document): pp. 22-23
Goal #7 Need: Continue to support parent choice and personalized learning.	Homeschool families prioritized flex funds as being a top priority for their child's optimal learning. The charter will increase flex fund apportionment between now and 2017 in order to allow families greater access to materials and activities to personalize their	All	All		Flex funds will be increased by $200/year in grades K-6 and $100/year in	Flex funds will be increased based on survey data, use, and/or need.	Flex funds will be increased based on survey data, use, and/or need.	State Goals: 1, 3, 4, 5, 7 & 8 Local Goals (Charter

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	
Metric: Flex fund allocation for Homeschool families.	student(s) learning.				grades 7-8. Expand communication with parents on school-funded opportunities.	Continue to expand communication with parents on school-funded opportunities.	Continue to expand communication with parents on school-funded opportunities.	Document): pp. 3, 10-11

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
Goal #1 Support transition to Common Core State Standards and the California Assessment of Student Performance and Progress (CAASPP) through curriculum alignment and teacher training on best practices.	State Goals: 1, 2, 4, 5 & 7 Local Goals (Charter Document): pp. 1, 19-21	Develop a Common Core-based curriculum which incorporates modular units to scaffold and support all students, including struggling students who are in remote areas. Use CAASPP baseline data (once available) as a measure of student achievement by individual, school-wide, significant subgroup (White, Hispanic, English Learner, Students with Disabilities, Socio-Economically Disadvantaged), and teacher. Other measurable assessments will include research-proven diagnostic, end-of-	LEA-wide		Develop a Common Core-based curriculum. Use baseline data (CAASPP) and other reliable data sources. Develop staff. Cost: $70,000; LCFF funding.	Continue alignment, training, and data analysis. Cost: $20,000; LCFF funding	Continue alignment, training, and data analysis. Cost: $15,000; LCFF funding

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
		course, and benchmark exams. Each year review all assessment vehicles to ensure quality and consistency of data. Develop staff on Common Core implementation.					
Goal #2 Increase the percentage of K-8th grade students scoring proficient or advanced on school-wide standards- based assessments in English-Language Arts/Literacy and mathematics across all significant subgroups.	State Goals: 4, 5, 6 & 7 Local Goals (Charter Document): p. 21	Enhance the use of ST Math, I-Ready and other online programs to personalization learning and provide necessary support in math and English-language arts/literacy. Increase percentage of 3rd-8th grade students scoring proficient or advanced on CAASPP.	LEA-wide		Develop implementation/understanding of the programs including using related data to drive instruction. Expand staff training on data-driven instruction. Cost: $20,000; LCFF funding	Continue to develop data. Expand staff training on data-driven instruction. Cost: $10,000; LCFF funding	Continue to develop data. Expand staff training on data-driven instruction. Cost: $10,000; LCFF funding
Goal #3 Support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, A-G approved coursework and sequence, and improving EAP passing rates (exemptions).	State Goals: 4, 5, 6 & 7 Local Goals (Charter Document): pp. 19-20, 22	To increase career-readiness, the charter will further develop course offerings in the areas of Career-Technical Education (CTE) and internships. The goal is to maximize CTE pathway offerings and increase internship participation among our high school students. To increase college readiness, the charter will increase concurrent/dual enrollment services to all interested high school students with local community colleges where the students will study on campus, while receiving both college and high school credits. Increase counseling services. Implement the newly-approved CSU Expository Reading and Writing (ERWC) for grades 11 and 12. Ensure teachers are credentialed in content areas, per independent study guidelines.	LEA-wide		Expand communication to students & parents on opportunities. Counselors work with community colleges, as needed. Comply with all credentialing guidelines. Increase counseling services. Cost: $58,000; LCFF funding	Continue to expand communication to students & parents on opportunities. Counselors work with community colleges, as needed. Comply with all credentialing guidelines. Increase counseling services. Cost: $27,000; LCFF funding	Continue to expand communication to students & parents on opportunities. Counselors work with community colleges, as needed. Comply with all credentialing guidelines. Increase counseling services. Cost: $20,000; LCFF funding
Goal #4 Improve student safety and school culture.	State Goals: 1 & 6 Local Goals (Charter Document): p. 79 (MOU)	Facility security and maintenance will be prioritized through the internal evaluation system with all facilities being 100% complaint (level 3 security) by 2017.	LEA-wide		75% of school facilities will be at level 2 security. Cost: $625,000; LCFF funding	60% of school facilities will be at level 3 security. Cost: $475,000; LCFF funding	100% of school facilities will be at level 3 security. Cost: $250,000; LCFF funding

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
Goal #5 Increase course access and student engagement by utilizing 21st century tools, resources and materials.	State Goals: 1, 4, 5 & 7 Local Goals (Charter Document): pp. 4-5	In an effort to increase technology readiness, the Charter will ensure each student access to a Chromebook (or other similar technology) throughout all programs.	LEA-wide		All Homeschool students in grades 3-11 will receive a Chromebook (or similar device) upon enrollment. All programs will have a 10:1 (student:Chromebook). Cost: $155,000; LCFF funding	All incoming Homeschool students in selected grade levels will receive a Chromebook upon enrollment. All programs will be increased to 8:1 levels. Cost: $182,000; LCFF funding	All incoming Homeschool students in selected grade levels will receive a Chromebook upon enrollment. All programs will be replenished to 8:1 levels. Cost: $95,000; LCFF funding
Goal #6 Need: Increase support for struggling students.	State Goals: 1, 2, 3 & 4 Local Goals (Charter Document): pp. 22-23	Contract with an established, highly successful group who study successful urban (Socio-economically disadvantaged and English Learner) schools across the country for best practices. Develop a Tool Box for Resource Specialists and other credentialed staff which will include hands-on materials and teacher guides designed to work with a wide-range of grade levels and abilities.	LEA-wide		Develop Tool Box and train necessary staff. Begin working with contractor on best practices and implement in 5 programs. Cost: $57,000; LCFF funding	Continue to train staff on Tool Box. Continue work with contractor and implement in 5 additional programs. Cost: $15,000; LCFF funding	Continue to train staff on Tool Box. Continue work with contractor and implement in all programs. Cost: $11,000; LCFF funding
Goal #7 Continue to support parent choice and personalized learning.	State Goals: 1, 3, 4, 5, 7 & 8 Local Goals (Charter Document): pp. 3, 10-11	Homeschool families prioritized flex funds as being a top priority for their child's optimal learning. The charter will increase flex fund apportionment between now and 2017 in order to allow families greater access to materials and activities to personalize their student(s) learning.	LEA-wide		Flex funds will be increased by $200/year in grades K-6 and $100/year in grades 7-8. Expand communication with parents on school-funded opportunities. Cost: $275,000; LCFF funding	Flex funds possibly increased. Continue to expand communication with parents on school-funded opportunities. Cost: ~$285,000; LCFF funding	Flex funds possibly increased. Continue to expand communication with parents on school-funded opportunities. Cost: ~$295,000; LCFF funding

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
Goal #2 Need: Increase the percentage of K-8th grade students scoring proficient or advanced on school-wide standards-based assessments in English-Language Arts/Literacy and mathematics across all significant subgroups. Goal #3 Need: Support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, A-G approved coursework and sequence, and improving EAP passing rates (exemptions). Goal #5 Need: Increase course access and student engagement by utilizing 21st century tools, resources and materials. Goal #6 Need: Increase support for struggling students.	State Goals: 1, 2, 3, 4, 5, 6 & 7 Local Goals (Charter Document): pp. 22-23	Low income pupils in the Homeschool program will receive a hot spot/Mifi (1 per family), based on need. Academy programs receive extra funding in order to supplement low income pupils' needs.	LEA-wide		WiFi access and supplemental materials. Cost: $10,200; LCFF funding	WiFi access and supplemental materials. Cost: $12,500; LCFF funding	WiFi access and supplemental materials. Cost: $14,000; LCFF funding
Goal #2 Need: Increase the percentage of K-8th grade students scoring proficient or advanced on school-wide standards-based assessments in English-Language Arts/Literacy and mathematics across all significant subgroups. Goal #3 Need: Support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, A-G approved coursework and sequence,	State Goals: 1, 2, 3, 4, 5, 6 & 7 Local Goals (Charter Document): p. 5	For English Learners, an additional part-time EL Coordinator will be added to develop teachers, personalize EL learning goals, and assist with compliance. Academy programs receive extra funding in order to supplement EL pupils' needs.	LEA-wide		Coordinator and supplemental funding. Cost: $4,460; LCFF funding	Coordinator and supplemental funding. Cost $5,500; LCFF funding	Coordinator and supplemental funding. Cost: $5,900; LCFF funding

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
and improving EAP passing rates (exemptions). Goal #6 Need: Increase support for struggling students.							
Goal #2 Need: Increase the percentage of K-8th grade students scoring proficient or advanced on school-wide standards-based assessments in English-Language Arts/Literacy and mathematics across all significant subgroups. Goal #3 Need: Support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, A-G approved coursework and sequence, and improving EAP passing rates (exemptions). Goal #5 Need: Increase course access and student engagement by utilizing 21st century tools, resources and materials. Goal #6 Need: Increase support for struggling students.	State Goals: 1, 2, 3, 4, 5, 6 & 7 Local Goals (Charter Document): pp. 22-23	Foster youth in the Homeschool program will receive a hot spot/MiFi (1 per family), based on need. Academy programs receive extra funding in order to supplement foster pupils' needs.	LEA-wide		WiFi access and supplemental materials. Cost: $500; LCFF funding	WiFi access and supplemental materials. Cost: $720; LCFF funding	WiFi access and supplemental materials. Cost: $850; LCFF funding
Goal #2 Need: Increase the percentage of K-8th grade students scoring proficient or advanced on school-wide standards-based assessments in English-Language Arts/Literacy and mathematics across all	State Goals: 1, 2, 3, 4, 5, 6 & 7 Local Goals (Charter	For R-FEP students, an additional part-time EL Coordinator will be added to develop teachers, personalize EL learning goals, and assist with	LEA-wide		Coordinator and supplemental funding. Cost: $2,000; LCFF funding	Coordinator and supplemental funding. Cost: $2,000; LCFF funding	Coordinator and supplemental funding. Cost: $2,000; LCFF funding

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
significant subgroups. Goal #3 Need: Support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, A-G approved coursework and sequence, and improving EAP passing rates (exemptions). Goal #6 Need: Increase support for struggling students.	Document): p. 10	compliance. Academy programs receive extra funding in order to supplement R-FEP pupils' needs.					

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.)

River Springs Charter School will be receiving an additional $609.21/ADA using the LCFF calculation in 2014-15. The projected unduplicated pupil count for 2014-15 is 43.65%. River Springs will use this additional funding in to complete the goals set forth above which will include hiring new employees, contracting with external agencies, giving additional stipends to staff to develop curriculum, staff development costs, development/disbursement of communication/literature, facility security/maintenance/tenant improvements, increased funding in student and site accounts, pay for monthly wifi/mifi subscriptions, Chromebooks, tool box teacher materials, counselor time, materials, and administrative staff time.

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.

The proportionality percentage provides increased and/or improved services reflected in providing additional monitoring, support, enrichment opportunities, and interventions for low income, foster youth and EL/R-FEP students. Through a combination of staffing and materials, River Springs will provide training, support and guidance to teachers to target the unique needs of these subgroups of students. There will be additional emphasis on how we engage these students in their education through professional development from additional internal staff, current internal staff time, and contracting with outside entities.   Data will be pulled and analyzed for these particular subgroups throughout the process in order to evaluate effectiveness of program.

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.