

Local Control and Accountability Plan

Los Angeles Unified
Global Education Academy

July 1, 2015 - June 30, 2018

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Stakeholders including parents, parents of foster youth, parents of English learners, community members, and teachers have been engaged in developing reviewing, and supporting the implementation of the LCAP. All parents at GEA were informed of the LCAP process through newsletters, special announcements, and parent trainings.</p> <p>The first meeting regarding the LCAP was held April 3, 2014. At this meeting, parents of the school advisory committee were presented with the charter school accountability report card, goals and actions related to such. Parents commented on the goals and actions and made suggestions for expenditures related to actions that support said goals. A parent meeting was held on April 8 to present findings from the School Advisory Council meeting to the general school population of parents. Parents were invited to provide feedback on defining the needs of the school, establishing goals to meet the needs, and aligning actions to support achievement of the goals.</p> <p>Parents also had input on the budget to ensure alignment with the actions and goals.</p> <p>Smaller meetings of focused parent groups including parents of EL students and parents of foster youth were held subsequent to the first general meeting. In particular, a DELAC meeting was held on June 17 at which time parents were asked to budget monies for EL students. Teachers were also informed of development of the LCAP at a meeting on April 2. Teachers were provided input regarding the establishment of goals, actions to achieve the goals, and alignment with the budget.</p> <p>All stakeholders were engaged in a timely manner in the school's process to develop the LCAP. Because meetings with parent, teachers, and community members occurred early in the month of April, school administration was able to accept input from these stakeholders that was included in the LCAP.</p> <p>All stakeholders received information from the school accountability</p>	<p>As a result of meeting with parents, explaining what the LCFF is and our obligations to create an LCAP that reflects parent input, parents were able to make valuable contributions to the dialogs that brought about changes to the LCAP and the overall budget. At a parent tea meeting on March 4, 2014, parents provided a list of eleven items they wanted reflected in the budget. When told that the budget could not support all of their suggestions, they prioritized the list into four different levels. Priority one funding allocations are to be made for ELA materials and a librarian for read-alouds; priority two funding for a nurse and/or training for the front office, and raise for teachers; priority 3 funding for science materials, and books for Spanish and Korean language programs; priority four funding for an extra intervention teacher, summer school program, parking for teachers, technology, and after school tutors.</p> <p>Of the priority one expenditures, it was explained to parents in subsequent meetings that instead of hiring a librarian, the teachers could be instructed to make better use of the library, acting as librarians for their own students. That left ELA materials. ELA materials were built into the budget for next year. Of the priority two expenditures, GEA promised to provide training to the front office staff in first aid and included that in the budget. Additionally, GEA is working with the board and the teachers' bargaining unit to finalize a raise for teachers. As for priority three expenditures, books and materials for Spanish and Korean language materials were included in the budget as was a budget for the science materials. Regarding priority four expenditures, the only one that could feasibly included in the budget was technology using funding from the state for the common core implementation.</p> <p>A similar meeting was held on April 3, 2014 with the School Advisory Council at which time four funding preferences were expressed: teacher pay, increase in technology, curriculum development time, and curriculum for the Korean and Spanish programs. All of these</p>

report card. The report card included data related to teacher qualifications, student achievement and school climate. The report included both qualitative and quantitative data.

have been built into the preliminary budget awaiting approval by the board.

At the DELAC meeting held on June 17, parents indicated that their first priority was for books and intervention teachers. This has been incorporated into the LCAP in that more money has been allocated for books that are aligned with the common core. Furthermore, intervention teachers have been funded for years one through three of the LCAP.

In this way parents have been included in the budget development process and their views reflected throughout the budget development process.

Annual Update:

Annual Update:

Stakeholders including parents, parents of foster youth, parents of English learners, community members, and teachers have been engaged in developing reviewing, and supporting the implementation of the LCAP. All parents at GEA were informed of the LCAP process through newsletters, special announcements, and parent trainings.

The first meeting regarding the LCAP for the 2015/2016 school year was held April 17, 2015. At this meeting, parents of the school advisory committee were presented with facts about the LCFF and LCAP. Parents made suggestions for expenditures related to actions that support said goals. A parent meeting was

As a result of meeting with parents, explaining what the LCFF is and our obligations to create an LCAP that reflects parent input, parents were able to make valuable contributions to the dialogs that brought about changes to the LCAP and the overall budget.

At the various parent meetings, and concluding with the one on April 25, 2015, parents provided a list of fourteen items they wanted reflected in the budget. When told that the budget could not support all of their suggestions, they prioritized the list into four different levels. Priority one funding allocations are to be made for a salary increase for staff, more TAs, a school nurse, and school security system; priority two funding for a yard supervisor, subs, more laptops, school counselor; priority 3 funding for crossing guard, curriculum resources; priority four funding for P.E. equipment, playground fence, and library.

held on April 25 to present findings from the School Advisory Council meeting to the general school population of parents.

Parents were invited to provide feedback on defining the needs of the school, establishing goals to meet the needs, and aligning actions to support achievement of the goals. Parents also had input on the budget to ensure alignment with the actions and goals and prioritized expenditures that the SAC had proposed.

At a joint meeting of the SAC and DELAC held Tuesday, May 19, the committees were presented with the results of the SARC and the prioritized list that parents had created at the April 25 meeting.

Parents had no new suggestions for expenditures. At this meeting the principal also provided a response to the parents informing them that not all of the items on the prioritized list could be purchases with the supplemental funds. For example, it was stated that items such as the crossing guard, classroom remodeling, and a schoolwide security system could probably not be covered with supplemental funding while other categories such as the salary increase, more T.A.s, yard supervisor, curriculum resources, substitute teachers, and laptops could be.

All stakeholders were engaged in a timely manner in the school's process to develop the LCAP. Because meetings with parent, teachers, and community members occurred early in the month of April and May, school administration was able to accept input from these stakeholders that was included in the LCAP.

All stakeholders received information from the school accountability report card. The report card included data related to teacher

Of the priority one expenditures, it was explained to parents at the combined DELAC/SAC meeting of May 19, 2015 that a salary increase and more TAs would be possible, but that the school nurse and school security system could not be funded because they do not align with state funding priorities for unduplicated counts. Of the priority two expenditures, GEA explained that an additional yard supervisor might be possible, that money for subs has already been built into the budget as have more laptops; that a school counselor is already provided informally for students who need the services. As for priority three expenditures, funding for a crossing guard would be difficult, but that curriculum resources have already been built in to the budget. Regarding priority four expenditures, the only one that could feasibly be included in the budget was resources for the library.

In this way parents have been included in the budget development process and their views reflected throughout.

qualifications, student achievement and school climate. The report included both qualitative and quantitative data.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

identify the need(s).

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL:	Important conditions of learning will be met for all students.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u> </u> 4 <u> </u> 5 <u> </u> 6 <u> </u> 7 <u>X</u> 8 <u> </u> COE Only: 9 <u> </u> 10 <u> </u> Local: _____
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Identified Need:	<ol style="list-style-type: none"> 1) While the overall condition of the school is good, an insurance company inspection of the school noted several items in need of repair. These items will need to be checked on a regular basis to ensure that the school is operating at its maximum potential providing a safe and clean environment. 2) Stakeholders, specifically teachers, identified a lack of standards based materials in the area of mathematics. Current texts are not aligned with the Common Core State Standards. 3) Currently there are no misassignments at GEA. All teachers are highly qualified as measured by NCLB. From this point forward, all teachers will continue to be correctly assigned and will have full credentials. 4) Stakeholders (teachers) have indicated that they are not all implementing the common core at this time. 5) Teacher focus groups indicate that student access to the visual and performing arts in the upper grades is less frequent than that at the lower grades.
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Goal Applies to:	Schools: <u>Elementary</u> Applicable Pupil Subgroups: <u>Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth</u>
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) 100% of items on the list to be in good repair/clean 2) 100% of students will have access to Common Core aligned textbooks 3) 100% of teachers to be fully credentialed and correctly assigned 4) 100% of teachers to fully implement the common core 5) 100% of students to have access to full curriculum described in the charter petition
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire bilingual teachers and pay basic salary. Use of bilingual teachers will enable primary	Charter-Wide	<u> </u> All ----- OR:	Hiring Teachers: \$715,335; Funding Source:

<p>language support for EL students. Offering primary language support allows students to transfer skills and knowledge from one language to another speeding up the process of English language acquisition.</p>		<p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>LCFF Basic; LCFF Concentration; LCFF Supplemental.</p> <p>Hiring outside consultants to provide special ed services to students: \$85,000; Funding Source: Special Education and LCFF Basic.</p>
<p>Select teachers to perform adjunct duties such as testing coordinator, CELDT Coordinator, and CELDT testing administrator. Also included are CAASP testing and BCLAD stipend.</p> <p>Provision of the CELDT test is required under California law to assess yearly the degree of growth EL students have achieved.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Paying Stipend: \$9,500; Funding Source: LCFF Basic (\$2,000); LCFF concentration (\$7,500). Note: Pay stipends to teachers performing adjunct duties.</p>
<p>Hiring a principal to oversee the running of the school to ensure that basic services are offered</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Hiring a Principal: \$96,816; Funding Source: LCFF Basic.</p>
<p>Organize support staff to help with clerical work and custodial work to ensure that basic</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All -----</p>	<p>Hiring support staff: \$56,494;</p>

<p>services and safety are offered to all students.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Funding Source: LCFF Basic; Note: Support staff will include front office secretary, yard supervisors, and custodial staff.</p> <p>Hiring Office Manager: \$51,766; Funding Source: LCFF Basic; Note: Office manager to oversee support staff.</p> <p>Hiring building manager: \$43,337; Funding Source: LCFF Basic; Note: Building manager to oversee general condition of building to ensure that safety requirements are met.</p>
<p>Provide students with the basic materials and curricula that they will need to learn.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Purchase basic textbooks: \$41,000; Funding Source: LCFF Basic (\$32,000). LCCF</p>

		<u>Other Subgroups:</u> _____	supplemental (\$9,000) Purchase library books, trade books, and reference books: \$22,300; Funding Source: LCFF Basic (\$13,000); LCFF Concentration (\$9,300). Purchase instructional materials for the classroom: \$20,500; Funding Source: LCFF Basic (\$10,000); LCFF supplemental & concentration (\$6,500); ASES (\$3,000); Title I (\$1,000). Purchase custodial supplies: \$10,000; Funding Source: LCFF Basic.
Provide students with meal service for lunch and fresh fruit and vegetable snacks to provide basic nutrition for students at school.	Charter-Wide	<u>X</u> All ----- OR:	Meal service - lunch: \$172,249; Funding Source:

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	NSLP; CNP. Snack - fresh fruits and vegetables: \$12,256; Funding Source: FFVP.
Purchase basic insurance for school and school activities.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	insurance: \$17,049; Funding Source: LCFF Basic.
Provide basic services to ensure operable building that is safe and clean.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Housekeeping & Operations: \$2,040; Funding Source: LCFF Basic; Note: Purchase of materials and supplies. Utilities - Gas & Electric: \$17,850; Funding Source: LCFF Basic. Janitorial, gardening services & supplies: \$6,834; Funding Source: LCFF Basic.

Utilities - waste:
\$3,570; Funding
Source: LCFF
Basic.

Utilities - water:
\$5,100; Funding
Source: LCFF
Basic.

Repairs and
Maintenance
Building and Other:
\$13,000; Funding
Source: LCFF
Basic.

Repairs and
Maintenance -
other equipment:
\$1,000; Funding
Source: LCFF
Basic.

Facilities Rental:
\$199,560;
Funding Source:
LCFF Basic.

Copier Rental:
\$6,240; Funding
Source: LCFF
Basic.

Purchase student
information

			system: \$3,100; Funding Source: LCFF Basic; Note: School will use PowerSchool.
Connect computers to Internet through open DNS to ensure basic safety when students are accessing the Internet	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Purchase Open DNS: \$1,000; Funding Source: LCFF Basic.
Provide oversight to accounting procedures to provide basic financial stability to organization	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Hire accounting firm to perform audits: \$6,000; Funding Source: LCFF Basic.
Principal will conduct needs survey among teachers to determine what materials are needed to enhance ELA instruction for English Learners.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	No budget necessary.
Based on the needs survey, school will purchase ELA materials for use with English learners.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Purchasing of ELA materials: \$4,300; Funding Source: LCFF Supplemental; LCFF Concentration;

			Note: Principal will purchase ELA materials based on the survey results.
School will purchase standards based mathematics materials.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	purchase of standards based mathematics materials: \$9,000; Funding Source: LCFF Supplemental; LCFF Concentration.
Place ads on Edjoin for positions at the school.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Placing add on edjoin: \$100; Funding Source: LCFF Supplemental; LCFF Concentration.
Raise step and column on the salary table to maintain competitiveness in hiring and keeping NCLB compliant teachers.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Raise salary table: \$24,000; Funding Source: LCFF Supplemental; LCFF Concentration.
Provide teachers with PD in the area of the common core standards	Charter-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Providing PD in common core: \$1,000; Funding Source: LCFF Supplemental; LCFF

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- 1) 100% of items on the list to be in good repair/clean
- 2) 100% of students will have access to Common Core aligned textbooks
- 3) 100% of teachers to be fully credentialed and correctly assigned
- 4) 100% of teachers to fully implement the common core
- 5) 100% of students to have access to full curriculum described in the charter petition

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire teachers and pay basic salary.	Charter-Wide	<p><u>X</u> All</p> <p>-----</p> <p>OR:</p> <p>_Low Income pupils _English Learners</p> <p>_Foster Youth</p> <p>_Redesignated fluent English proficient</p> <p>_Other Subgroups: _____</p>	<p>Hiring Teachers: \$772,706;</p> <p>Funding Source: LCFF Basic; LCFF Concentration; LCFF Supplemental; Title I.</p> <p>Hiring outside consultants to provide special ed services to students: \$87,480; Funding Source: LCFF Basic.</p>
Select teachers to perform adjunct duties such as testing coordinator, CELDT Coordinator, and CELDT testing administrator	Charter-Wide	<p><u>X</u> All</p> <p>-----</p> <p>OR:</p> <p>_Low Income pupils _English Learners</p>	<p>Paying Stipend: \$8,000; Funding Source: LCFF Basic; Note: Pay</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	stipends to teachers performing adjunct duties.
Hiring a principal to oversee the running of the school to ensure that basic services are offered	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Hiring a Principal: \$114,060; Funding Source: LCFF Basic.
Organize support staff to help with clerical work and custodial work to ensure that basic services and safety are offered to all students.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Hiring support staff: \$63,878; Funding Source: LCFF Basic; Note: Support staff will include front office secretary, yard supervisors, and custodial staff. Hiring Office Manager: \$40,774; Funding Source: LCFF Basic; Note: Office manager to oversee support staff. Hiring building manager: \$43,413; Funding Source: LCFF

			<p>Basic; Note: Building manager to oversee general condition of building to ensure that safety requirements are met.</p>
<p>Provide students with the basic materials and curricula that they will need to learn.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Purchase basic textbooks: \$42,239; Funding Source: LCFF Basic.</p> <p>Purchase library books, trade books, and reference books: \$18,544; Funding Source: LCFF Basic.</p> <p>Purchase instructional materials for the classroom: \$16,484; Funding Source: LCFF Basic.</p> <p>Purchase custodial supplies: \$10,302; Funding Source: LCFF Basic.</p>

Provide students with meal service for lunch and fresh fruit and vegetable snacks to provide basic nutrition for students at school.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Meal service - lunch: \$185,615; Funding Source: NSLP; CNP. Snack - fresh fruits and vegetables: \$12,747; Funding Source: FFVP.
Purchase basic insurance for school and school activities.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	insurance: \$18,428; Funding Source: LCFF Basic.
Provide basic services to ensure operable building that is safe and clean.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Housekeeping & Operations: \$2,000; Funding Source: LCFF Basic; Note: Purchase of materials and supplies. Utilities - Gas & Electric: \$18,394; Funding Source: LCFF Basic. Janitorial, gardening services & supplies: \$6,902; Funding

Source: LCFF
Basic.

Utilities - waste:
\$3,677; Funding
Source: LCFF
Basic.

Utilities - water:
\$5,253; Funding
Source: LCFF
Basic.

Repairs and
Maintenance
Building: \$15,000;
Funding Source:
LCFF Basic.

Repairs and
Maintenance -
other equipment:
\$1,000; Funding
Source: LCFF
Basic.

Facilities Rental:
\$199,560;
Funding Source:
LCFF Basic.

Copier Rental:
\$6,240; Funding
Source: LCFF
Basic.

			Purchase student information system: \$2,900; Funding Source: LCFF Basic; Note: School will use PowerSchool.
Connect computers to Internet through open DNS to ensure basic safety when students are accessing the Internet	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Purchase Open DNS: \$2,000; Funding Source: LCFF Basic.
Provide oversight to accounting procedures to provide basic financial stability to organization	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Hire accounting firm to perform audits: \$6,000; Funding Source: LCFF Basic.
Principal will conduct needs survey among teachers to determine what materials are needed to enhance ELA instruction for English Learners.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	No expenses.
Based on the needs survey, school will purchase ELA materials for use with English learners.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Purchasing of ELA materials: \$3,000; Funding Source: LCFF Supplemental;

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	LCFF Concentration; Note: Principal will purchase ELA materials based on the survey results.
School will purchase standards based mathematics materials.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	purchase of standards based mathematics materials: \$18,000; Funding Source: LCFF Supplemental; LCFF Concentration.
Place ads on Edjoin for positions at the school.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Placing add on edjoin: \$100; Funding Source: LCFF Supplemental; LCFF Concentration.
Unfreeze step and column on the salary table to maintain competitiveness in hiring and keeping NCLB compliant teachers.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	unfreezing salary table: \$42,277; Funding Source: LCFF Supplemental; LCFF Concentration.
Provide teachers with PD in the area of the common core standards	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Providing PD in common core: \$1,000; Funding Source: LCFF

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Supplemental; LCFF Concentration.
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1) 100% of items on the list to be in good repair/clean 2) 100% of students will have access to Common Core aligned textbooks 3) 100% of teachers to be fully credentialed and correctly assigned 4) 100% of teachers to fully implement the common core 5) 100% of students to have access to full curriculum described in the charter petition
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire teachers and pay basic salary.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Hiring Teachers: \$785,706; Funding Source: LCFF Basic; LCFF Concentration; LCFF Supplemental; Title I. Hiring outside consultants to provide special ed services to students: \$89,480; Funding Source: LCFF Basic.
Select teachers to perform adjunct duties such as testing coordinator, CELDT Coordinator, and CELDT testing administrator	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR:	Paying Stipend: \$9,000; Funding Source: LCFF

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Basic; Note: Pay stipends to teachers performing adjunct duties.
Hiring a principal to oversee the running of the school to ensure that basic services are offered	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Hiring a Principal: \$116,060; Funding Source: LCFF Basic.
Organize support staff to help with clerical work and custodial work to ensure that basic services and safety are offered to all students.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Hiring support staff: \$65,878; Funding Source: LCFF Basic; Note: Support staff will include front office secretary, yard supervisors, and custodial staff. Hiring Office Manager: \$41,774; Funding Source: LCFF Basic; Note: Office manager to oversee support staff. Hiring building manager: \$44,413; Funding Source: LCFF

			<p>Basic; Note: Building manager to oversee general condition of building to ensure that safety requirements are met.</p>
<p>Provide students with the basic materials and curricula that they will need to learn.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Purchase basic textbooks: \$42,239; Funding Source: LCFF Basic.</p> <p>Purchase library books, trade books, and reference books: \$19,000; Funding Source: LCFF Basic.</p> <p>Purchase instructional materials for the classroom: \$17,000; Funding Source: LCFF Basic.</p> <p>Purchase custodial supplies: \$10,802; Funding Source: LCFF Basic.</p>

<p>Provide students with meal service for lunch and fresh fruit and vegetable snacks to provide basic nutrition for students at school.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Meal service - lunch: \$189,615; Funding Source: NSLP; CNP. Snack - fresh fruits and vegetables: \$13,000; Funding Source: FFVP.</p>
<p>Purchase basic insurance for school and school activities.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>insurance: \$19,000; Funding Source: LCFF Basic.</p>
<p>Provide basic services to ensure operable building that is safe and clean.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Housekeeping & Operations: \$2,200; Funding Source: LCFF Basic; Note: Purchase of materials and supplies. Utilities - Gas & Electric: \$19,000; Funding Source: LCFF Basic. Janitorial, gardening services & supplies: \$7,500; Funding Source: LCFF</p>

			Basic.
Connect computers to Internet through open DNS to ensure basic safety when students are accessing the Internet	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Purchase Open DNS: \$2,200; Funding Source: LCFF Basic.
Provide oversight to accounting procedures to provide basic financial stability to organization	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Hire accounting firm to perform audits: \$6,200; Funding Source: LCFF Basic.
Principal will conduct needs survey among teachers to determine what materials are needed to enhance ELA instruction for English Learners.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	No expenses.
Based on the needs survey, school will purchase ELA materials for use with English learners.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Purchasing of ELA materials: \$3,100; Funding Source: LCFF Supplemental; LCFF Concentration; Note: Principal will purchase ELA materials based on the survey results.

School will purchase standards based mathematics materials.	Charter-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	purchase of standards based mathematics materials: \$19,000; Funding Source: LCFF Supplemental; LCFF Concentration.
Place ads on Edjoin for positions at the school.	Charter-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Placing add on edjoin: \$100; Funding Source: LCFF Supplemental; LCFF Concentration.
Unfreeze step and column on the salary table to maintain competitiveness in hiring and keeping NCLB compliant teachers.	Charter-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	unfreezing salary table: \$43,277; Funding Source: LCFF Supplemental; LCFF Concentration.
Provide teachers with PD in the area of the common core standards	Charter-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Providing PD in common core: \$1,100; Funding Source: LCFF Supplemental; LCFF Concentration.

GOAL:	Students will progress academically each year.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8 <u>X</u> COE Only: 9__ 10__ Local: _____
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Identified Need:	1) Not all students have made one year of progress on the CSTs. Significant numbers of students drop a level or more each year on these standardized tests 2) Fewer than 75% of students advance one level each year on the CELDT. 3) Some students are not reclassifying within the 4-5 year time span. 4) The API score has stagnated in the mid 800's for the past two years. 5) Not all students are achieving a 3 or 4 in report card markings for all subjects by the end of the year.
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Goal Applies to:	Schools: <u>Elementary</u> Applicable Pupil Subgroups: <u>Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth</u>
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1) The percentage of students performing at or below basic will decrease by 10% from the year before. 2) 75% of students will advance one level on the CELDT 3) 20% of students will reclassify 4) School will meet annual API growth target 5) 50% of students will score a 3 or a 4 on the final report card in all subject areas
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Will provide special education services to students with learning disabilities.	Charter-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Hire resource specialist teacher: \$62,528; Funding Source: LCFF Basic.

Organize and operate an after-school program	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Hire After School Staff: \$71,043; Funding Source: ASES. Hiring after school program coordinator: \$21,786; Funding Source: ASES.
Organize computer lab, loan computers, and software to increase technology to student ratio.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Purchase software for computers: \$7,000; Funding Source: LCFF concentration & supplemental. Purchase computers to increase technology to student ratio: \$28,500; Funding Source: LCFF Basic (10,500); LCFF concentration & supplemental (\$18,500). Purchase furniture, other equipment and supplies to support the increase in

			<p>technology.: \$3,000; Funding Source: LCFF Basic.</p> <p>Robotics Class: \$3,100; Funding Source: ASES; Note: Provide students with robotics class using computers in lab.</p> <p>E-rate consultant fee: \$5,000; Funding Source: LCFF Basic; Note: Consultant fee for help in putting together the tech plan for submission to the CDE.</p>
<p>Provide professional development to teachers in the areas of language development, common core, professional learning communities. Focussing on specific subgroups including ELs, FRL, foster youth.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Professional Development basic supplies: \$1,000; Funding Source: LCFF Basic; Note: Basic supplies to include such things as markers, chart paper, and instructional materials for presenters.</p>

travel &
conferences:
\$21,875; Funding
Source: LCFF
concentration and
supplemental;
Note: Provide
travel and
conference
attendance funds
for teachers and
administration.

Dues &
Memberships:
\$3,000; Funding
Source: LCFF
Basic; Note:
Provide funds for
dues and
memberships fees
for membership in
CCSA.

sub pay: \$4,800;
Funding Source:
LCFF
concentration;
Note: Sub pay for
teachers to attend
workshops and
trainings.

PD consultant:
\$4,000; Funding

			<p>Source: LCFF concentration and supplemental; Note: PD consultant to provide training in areas of common core and PLC.</p> <p>Principal coaching: \$2,000; Funding Source: LCFF concentration; Note: Provide coaching to principal on special education, developing professional learning community, etc.</p>
Provide benchmarks to students to evaluate progress in learning of standards including OARS, and Illuminate.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Purchase OARS: \$7,100; Funding Source: LCFF supplemental and concentration.
Buses for field trips to provide experiences to subgroups including ELs, FRL, and foster youth.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Buses for field trips: \$6,000; Funding Source: LCFF supplemental and concentration.

<p>Provide professional development to teachers working with various subgroups in the areas of differentiated instruction, intervention strategies, and adaptive curriculum through consultants.</p>	<p>Charter-Wide</p>	<p><u> </u>Other Subgroups: _____</p> <p><u>X</u>All</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth</p> <p><u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups: _____</p>	<p>Provide intervention PD: \$2,000; Funding Source: LCFF Supplemental; LCFF Concentration; Note: Provide intervention teachers with PD in the area of differentiated instruction and working with students who are English learners, foster youth, and socio-economically disadvantaged.</p>
<p>Provide teachers with professional development in the area of language development to meet the needs of English learners.</p>	<p>Charter-Wide</p>	<p><u> </u>All</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u>X</u>English Learners</p> <p><u> </u>Foster Youth</p> <p><u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups: _____</p>	<p>Conduct ELD professional development: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration.</p>
<p>Purchase library books for school and classroom libraries. Books are to be used with Accelerated Reader, an online book quiz program, and for classroom reading projects.</p>	<p>Charter-Wide</p>	<p><u> </u>All</p> <p>-----</p> <p>OR:</p> <p><u>X</u>Low Income pupils <u>X</u>English Learners</p> <p><u>X</u>Foster Youth</p>	<p>Purchase of library books: \$1,000; Funding Source: LCFF Supplemental;</p>

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	LCFF Concentration.
Purchase online computer adaptive benchmarking system and provide PD on system for all teachers.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	purchase NWEA benchmarking system: \$6,000; Funding Source: LCFF Supplemental; LCFF Concentration.
Hire teachers for intervention program; reorganize curriculum; align instruction with the common core.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Hire 3 intervention teachers and 3 aides: \$144,224; Funding Source: Title I (\$87,822); LCFF Basic LCFF Supplemental and LCFF Concentration (\$56,402). Provide PD to intervention teachers: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration. Provide teachers with materials: \$1,000; Funding Source: Title I.

			<p>Provide office supplies and other items to store educational materials, track student progress, etc.: \$1,000; Funding Source: LCFF Basic.</p> <p>Provide subs for teachers to lessen impact on intervention teachers: \$5,000; Funding Source: LCFF Basic.</p>
Provide professional development in the area of common core implementation for math and ELA.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Provide common core PD to teachers: \$1,000; Funding Source: LCFF Basic.
Start Summer School Program	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Teacher Pay for working in summer school program: \$17,569; Funding Source: LCFF Supplemental; LCFF Concentration.

			<p>materials and supplies for the summer school program: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration.</p> <p>pay for classified staff working on summer school program: \$2,267; Funding Source: LCFF Supplemental; LCFF Concentration.</p>
Salary for music instructor to teach music to subgroups.	Charter-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Salary for music instructor: \$11,057; Funding Source: LCFF Supplemental; LCFF Concentration.</p> <p>purchase recorders for music program: \$200; Funding Source: LCFF Supplemental; LCFF Concentration.</p>

Implement bilingual program in Spanish and English to facilitate English learner acquisition of English.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Provide teachers with PD in the area of immersion and bilingual education.: \$2,000; Funding Source: LCFF Basic.
Provide teachers with one week orientation at which time teachers receive information on meeting needs of subgroups including ELs, FRL, and foster youth.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Salary for teachers: \$18,436; Funding source - LCFF supplemental and concentration.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) The percentage of students performing at or below basic will decrease by 10% from the year before. 2) 75% of students will advance one level on the CELDT 3) 20% of students will reclassify 4) School will meet annual API growth target 5) 50% of students will score a 3 or a 4 on the final report card in all subject areas
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Will provide special education services to students with learning disabilities.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR:	Hire resource specialist teacher: \$65,600; Funding

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Source: LCFF Basic.
Organize and operate an after-school program	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Hire After School Staff: \$95,638; Funding Source: ASES. Hiring after school program coordinator: \$24,723; Funding Source: ASES.
Organize computer lab, loan computers, and software to increase technology to student ratio.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Purchase software for computers: \$7,000; Funding Source: LCFF Basic. Purchase computers to increase technology to student ratio: \$10,500; Funding Source: LCFF Basic. Purchase furniture, other equipment and supplies to support the increase in

			<p>technology.: \$1,500; Funding Source: LCFF Basic.</p> <p>Robotics Class: \$2,000; Funding Source: ASES; Note: Provide students with robotics class using computers in lab.</p> <p>E-rate consultant fee: \$4,000; Funding Source: LCFF Basic; Note: Consultant fee for help in putting together the tech plan for submission to the CDE.</p>
<p>Provide professional development to teachers in the areas of language development, common core, professional learning communities.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Professional Development basic supplies: \$1,000; Funding Source: LCFF Basic; Note: Basic supplies to include such things as markers, chart paper, and instructional materials for presenters.</p>

travel &
conferences:
\$9,150; Funding
Source: LCFF
Basic; Note:
Provide travel and
conference
attendance funds
for teachers and
administration.

Dues &
Memberships:
\$3,000; Funding
Source: LCFF
Basic; Note:
Provide funds for
dues and
memberships fees
for membership in
CCSA.

sub pay: \$19,500;
Funding Source:
LCFF Basic; Note:
Sub pay for
teachers to attend
workshops and
trainings.

PD consultant:
\$2,000; Funding
Source: LCFF
Basic; Note: PD
consultant to

			<p>provide training in areas of common core and PLC.</p> <p>Principal coaching: \$4,100; Funding Source: LCFF Basic; Note: Provide coaching to principal on special education, developing professional learning community, etc.</p>
Provide benchmarks to students to evaluate progress in learning of standards	Charter-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Purchase OARS: \$3,200; Funding Source: LCFF Basic.</p>
Buses for field trips to provide learning experiences for subgroups of students.	Charter-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Buses for field trips: \$6,000; Funding Source: LCFF Basic.</p>
Provide professional development to teachers working with various subgroups in the areas of differentiated instruction, intervention strategies, and adaptive curriculum.	Charter-Wide	<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p>	<p>Provide intervention PD: \$1,000; Funding Source: LCFF Supplemental;</p>

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	LCFF Concentration; Note: Provide intervention teachers with PD in the area of differentiated instruction and working with students who are English learners, foster youth, and socio-economically disadvantaged.
Provide teachers with professional development in the area of language development to meet the needs of English learners.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Conduct ELD professional development: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration.
Purchase library books for school and classroom libraries. Books are to be used with Accelerated Reader, an online book quiz program, and for classroom reading projects.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Purchase of library books: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration.
Purchase online computer adaptive benchmarking system.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	purchase NWEA benchmarking system: \$4,140; Funding Source:

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	LCFF Supplemental; LCFF Concentration.
Hire teachers for program; reorganize curriculum; align instruction with the common core.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Hire intervention teachers: \$100,105; Funding Source: LCFF Supplemental; LCFF Concentration. Provide PD to intervention teachers: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration. Provide teachers with materials: \$1,500; Funding Source: LCFF Supplemental; LCFF Concentration. Provide office supplies and other items to store educational materials, track

			<p>student progress, etc.: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration.</p> <p>Purchase chrome books to facilitate differentiated instruction: \$3,000; Funding Source: LCFF Supplemental; LCFF Concentration.</p> <p>Provide subs for teachers to lessen impact on intervention teachers: \$5,000; Funding Source: LCFF Supplemental; LCFF Concentration.</p>
<p>Provide professional development in the area of common core implementation for math and ELA.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Provide common core PD to teachers: \$1,000; Funding Source: LCFF Supplemental; LCFF</p>

			Concentration.
Start Summer School Program	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Teacher Pay for working in summer school program: \$14,649; Funding Source: LCFF Supplemental; LCFF Concentration. materials and supplies for the summer school program: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration. pay for classified staff working on summer school program: \$2,005; Funding Source: LCFF Supplemental; LCFF Concentration.
Institute music program for all student subgroups to meet requirements of charter petition.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Salary for music instructor: \$7,040; Funding Source: LCFF Supplemental;

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	LCFF Concentration. purchase guitars for music program: \$500; Funding Source: LCFF Supplemental; LCFF Concentration.
Implement bilingual program in Spanish and English to facilitate English learner acquisition of English.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Provide teachers with PD in the area of immersion and bilingual education.: \$7,000; Funding Source: LCFF Supplemental; LCFF Concentration.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) The percentage of students performing at or below basic will decrease by 10% from the year before. 2) 75% of students will advance one level on the CELDT 3) 20% of students will reclassify 4) School will meet annual API growth target 5) 50% of students will score a 3 or a 4 on the final report card in all subject areas
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Will provide special education services to students with learning disabilities.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR:	Hire resource specialist teacher: \$66,600; Funding

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Source: LCFF Basic.
Organize and operate an after-school program	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Hire After School Staff: \$97,638; Funding Source: ASES. Hiring after school program coordinator: \$25,723; Funding Source: ASES.
Organize computer lab, loan computers, and software to increase technology to student ratio.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Purchase software for computers: \$7,200; Funding Source: LCFF Basic. Purchase computers to increase technology to student ratio: \$11,000; Funding Source: LCFF Basic. Purchase furniture, other equipment and supplies to support the increase in technology.:

			<p>\$1,600; Funding Source: LCFF Basic.</p> <p>Robotics Class: \$2,100; Funding Source: ASES; Note: Provide students with robotics class using computers in lab.</p> <p>E-rate consultant fee: \$4,100; Funding Source: LCFF Basic; Note: Consultant fee for help in putting together the tech plan for submission to the CDE.</p>
<p>Provide professional development to teachers in the areas of language development, common core, professional learning communities.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Professional Development basic supplies: \$1,100; Funding Source: LCFF Basic; Note: Basic supplies to include such things as markers, chart paper, and instructional materials for presenters.</p>

travel & conferences: \$9,350; Funding Source: LCFF Basic; Note: Provide travel and conference attendance funds for teachers and administration.

Dues & Memberships: \$3,100; Funding Source: LCFF Basic; Note: Provide funds for dues and memberships fees for membership in CCSA.

sub pay: \$12,500; Funding Source: LCFF Basic; Note: Sub pay for teachers to attend workshops and trainings.

PD consultant: \$2,100; Funding Source: LCFF Basic; Note: PD consultant to provide training in

			<p>areas of common core and PLC.</p> <p>Principal coaching: \$4,200; Funding Source: LCFF Basic; Note: Provide coaching to principal on special education, developing professional learning community, etc.</p>
Provide benchmarks to students to evaluate progress in learning of standards	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Purchase OARS: \$3,300; Funding Source: LCFF Basic.
Provide buses for field trips to provide experiences to student subgroups.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Buses for field trips: \$6,200; Funding Source: LCFF Basic.
Provide professional development to teachers working with various subgroups in the areas of differentiated instruction, intervention strategies, and adaptive curriculum.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Provide intervention PD: \$1,100; Funding Source: LCFF Supplemental; LCFF

		<input type="checkbox"/> Other Subgroups: _____ 	Concentration; Note: Provide intervention teachers with PD in the area of differentiated instruction and working with students who are English learners, foster youth, and socio-economically disadvantaged.
Provide teachers with professional development in the area of language development to meet the needs of English learners.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Conduct ELD professional development: \$1,100; Funding Source: LCFF Supplemental; LCFF Concentration.
Purchase library books for school and classroom libraries. Books are to be used with Accelerated Reader, an online book quiz program, and for classroom reading projects.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Purchase of library books: \$1,100; Funding Source: LCFF Supplemental; LCFF Concentration.
Purchase online computer adaptive benchmarking system.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	purchase NWEA benchmarking system: \$4,340; Funding Source: LCFF

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Supplemental; LCFF Concentration.
Hire teachers for program; reorganize curriculum; align instruction with the common core.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Hire intervention teachers: \$102,105; Funding Source: LCFF Supplemental; LCFF Concentration. Provide PD to intervention teachers: \$1,100; Funding Source: LCFF Supplemental; LCFF Concentration. Provide teachers with materials: \$1,600; Funding Source: LCFF Supplemental; LCFF Concentration. Provide office supplies and other items to store educational materials, track student progress,

			<p>etc.: \$1,100; Funding Source: LCFF Supplemental; LCFF Concentration.</p> <p>Purchase chrome books to facilitate differentiated instruction: \$3,100; Funding Source: LCFF Supplemental; LCFF Concentration.</p> <p>Provide subs for teachers to lessen impact on intervention teachers: \$5,100; Funding Source: LCFF Supplemental; LCFF Concentration.</p>
Provide professional development in the area of common core implementation for math and ELA.	Charter-Wide	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Provide common core PD to teachers: \$1,100; Funding Source: LCFF Supplemental; LCFF Concentration.</p>

<p>Start Summer School Program</p>	<p>Charter-Wide</p>	<p><u>X</u>All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____</p>	<p>Teacher Pay for working in summer school program: \$15,649; Funding Source: LCFF Supplemental; LCFF Concentration.</p> <p>materials and supplies for the summer school program: \$1,100; Funding Source: LCFF Supplemental; LCFF Concentration.</p> <p>pay for classified staff working on summer school program: \$2,105; Funding Source: LCFF Supplemental; LCFF Concentration.</p>
<p>Institute music program for all student subgroups to meet requirements of charter petition.</p>	<p>Charter-Wide</p>	<p><u>X</u>All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____</p>	<p>Salary for music instructor: \$7,240; Funding Source: LCFF Supplemental; LCFF Concentration.</p>

			purchase guitars for music program: \$550; Funding Source: LCFF Supplemental; LCFF Concentration.
Implement bilingual program in Spanish and English to facilitate English learner acquisition of English.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Provide teachers with PD in the area of immersion and bilingual education.: \$7,140; Funding Source: LCFF Supplemental; LCFF Concentration.

GOAL:	Students and parents will be successfully engaged in a school climate that is welcoming.	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE Only: 9__ 10__ Local: _____
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Identified Need:	1) Parents at GEA have significant input in the decision making process. GEA will continue to provide parents with opportunities to be involved in the decision making process. 2) Parents representing unduplicated pupil groups and individuals with exceptional needs have been historically underrepresented in the decision making process. GEA will continue to promote their participation. 3) The current attendance rate as shown by the ADA is approximately 96% 4) Student suspension rates currently average 1 incident per year
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Goal Applies to:	Schools: Elementary Applicable Pupil Subgroups: All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1) ≥ 6 activities or events per year providing information to parents 2) 100% of parents contacted with information 3) 96.6% ADA 4) 1 suspension per year or less
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The school will provide opportunities for parent involvement and input through committee meetings and informal sessions	Charter-Wide	<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	parent training: \$1,000; Funding Source: LCFF Basic.
Parents representing unduplicated pupil groups and individuals with exceptional needs	Charter-Wide	<u>X</u> All -----	Provide training for parents of students

will be contacted each semester and advised of their rights to participate in the decision making process.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	with special needs: \$1,000; Funding Source: LCFF Basic.
School will initiate plan to reward good student attendance through monthly award system that includes both certificate and prize awards.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	provide certificates and incentives to students with good attendance: \$500; Funding Source: LCFF Basic, school fundraisers.
School will implement a positive behavior support plan to minimize the number of suspensions.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	certificates: \$500; Funding Source: School Fundraisers, LCFF Basic; Note: provide certificates to students to foster positive behavior.
School will need to purchase various and miscellaneous items to support school wide activities to support a welcoming environment.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Purchase miscellaneous items to support various school wide activities to promote engagement by parents and students: \$5,400; Funding Source: LCFF Basic.
Provide parent training in these areas: parent	Charter-Wide	<input checked="" type="checkbox"/> All	Hiring outside

<p>handbook; volunteer process; creating a home conducive to learning; parenting effectively; SST process and special education; the school program; school safety; community resources; computer/Internet safety; child abuse reporting; SAC committee and functions; field trip policy; etc.</p>		<p>----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____</p>	<p>consultants to provide training to parents.: \$1,000; Funding Source: LCFF basic; Note: Outside consultants will provide parents with information regarding various topics described above.</p>
<p>Provide parents with weekly newsletter detailing news items and school policy issues.</p>	<p>Charter-Wide</p>	<p>__All ----- OR: __X Low Income pupils __X English Learners __X Foster Youth __X Redesignated fluent English proficient __Other Subgroups: _____</p>	<p>No expenses.</p>
<p>Institute Character Counts! to promote a safe and positive school culture. Purchase materials to support the program.</p>	<p>Charter-Wide</p>	<p>__All ----- OR: __X Low Income pupils __X English Learners __X Foster Youth __X Redesignated fluent English proficient __Other Subgroups: _____</p>	
<p>Institute Student Success Team process to deal with behavior issues before they become too serious.</p>	<p>Charter-Wide</p>	<p>__All ----- OR: __X Low Income pupils __X English Learners __X Foster Youth __X Redesignated fluent English proficient __Other Subgroups: _____</p>	

Provide teachers with PD on the development of a positive school culture.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Hiring outside consultant to provide information to teachers regarding the development of a positive school culture: \$1,000; Funding Source: LCFF Basic.
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1) ≥ 6 activities or events per year providing information to parents 2) 100% of parents contacted with information 3) 97% ADA 4) 1 suspension per year or less
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The school will provide opportunities for parent involvement and input through committee meetings and informal sessions	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	parent training: \$5,000; Funding Source: LCFF Basic; Title II.
Parents representing unduplicated pupil groups and individuals with exceptional needs will be contacted each semester and advised of their rights to participate in the decision making process.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Provide training for parents of students with special needs: \$1,000; Funding Source: LCFF Basic.

		__Other Subgroups: _____	
School will initiate plan to reward good student attendance through monthly award system that includes both certificate and prize awards.	Charter-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	provide certificates and incentives to students with good attendance: \$500; Funding Source: school fundraisers.
School will implement a positive behavior support plan to minimize the number of suspensions.	Charter-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	certificates: \$500; Funding Source: School Fundraisers; Note: provide certificates to students to foster positive behavior.
School will need to purchase various and miscellaneous items to support school wide activities to support a welcoming environment.	Charter-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Purchase miscellaneous items to support various school wide activities to promote engagement by parents and students: \$4,900; Funding Source: LCFF Basic.
Provide parent training in these areas: parent handbook; volunteer process; creating a home conducive to learning; parenting effectively; SST process and special education; the school program; school safety; community resources; computer/Internet safety; child	Charter-Wide	<u>X</u> All ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Hiring outside consultants to provide training to parents.: \$3,000; Funding Source: LCFF

abuse reporting; SAC committee and functions; field trip policy; etc.		<input type="checkbox"/> Other Subgroups: _____	supplemental; LCFF concentration; Note: Outside consultants will provide parents with information regarding various topics described above.
Provide parents with weekly newsletter detailing news items and school policy issues.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	No budgeted expense.
Host parents once a month with light refreshments in a dialogue to answer questions about school functioning and policy issues.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	no budgeted expense.
Institute Character Counts! to promote a safe and positive school culture. Purchase materials to support the program.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	No budgeted expense.
Institute Student Success Team process to deal with behavior issues before they become	Charter-Wide	<input checked="" type="checkbox"/> All -----	No budgeted expense.

too serious.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide teachers with PD on the development of a positive school culture.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Hiring outside consultant to provide information to teachers regarding the development of a positive school culture: \$1,000; Funding Source: LCFF supplemental; LCFF concentration.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1) ≥ 6 activities or events per year providing information to parents 2) 100% of parents contacted with information 3) 97% ADA 4) 1 suspension per year or less
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The school will provide opportunities for parent involvement and input through committee meetings and informal sessions	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	parent training: \$5,100; Funding Source: LCFF Basic; Title II.

<p>Parents representing unduplicated pupil groups and individuals with exceptional needs will be contacted each semester and advised of their rights to participate in the decision making process.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Provide training for parents of students with special needs: \$1,100; Funding Source: LCFF Basic.</p>
<p>School will initiate plan to reward good student attendance through monthly award system that includes both certificate and prize awards.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>provide certificates and incentives to students with good attendance: \$510; Funding Source: school fundraisers.</p>
<p>School will implement a positive behavior support plan to minimize the number of suspensions.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>certificates: \$510; Funding Source: School Fundraisers; Note: provide certificates to students to foster positive behavior.</p>
<p>School will need to purchase various and miscellaneous items to support school wide activities to support a welcoming environment.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Purchase miscellaneous items to support various school wide activities to promote engagement by parents and students: \$5,000; Funding Source: LCFF Basic.</p>

<p>Provide parent training in these areas: parent handbook; volunteer process; creating a home conducive to learning; parenting effectively; SST process and special education; the school program; school safety; community resources; computer/Internet safety; child abuse reporting; SAC committee and functions; field trip policy; etc.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Hiring outside consultants to provide training to parents.: \$3,060; Funding Source: LCFF supplemental; LCFF concentration; Note: Outside consultants will provide parents with information regarding various topics described above.</p>
<p>Provide parents with weekly newsletter detailing news items and school policy issues.</p>	<p>Charter-Wide</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>No budgeted expense.</p>
<p>Host parents once a month with light refreshments in a dialogue to answer questions about school functioning and policy issues.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>no budgeted expense.</p>
<p>Institute Character Counts! to promote a safe and positive school culture. Purchase materials to support the program.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>No budgeted expense.</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Institute Student Success Team process to deal with behavior issues before they become too serious.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	No budgeted expense.
Provide teachers with PD on the development of a positive school culture.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Hiring outside consultant to provide information to teachers regarding the development of a positive school culture: \$1,100; Funding Source: LCFF supplemental; LCFF concentration.

Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	Important conditions of learning will be met for all students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: _____
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Goal Applies to:	Schools: Elementary Applicable Pupil Subgroups: All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) 100% of items on the list to be in good repair/clean 2) 100% of students will have access to Common Core aligned textbooks 3) 100% of teachers to be fully credentialed and correctly assigned 4) 100% of teachers to fully implement the common core 5) 100% of students to have access to full curriculum described in the charter petition 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) 100% of items on the list are in good repair/clean. 2) 100% of students have access to Common Core aligned textbooks: math text aligned to the common core were purchased for the 2014/2015 school year. Additional chapter books were purchased for grades 4/5 to facilitate common core instruction in ELA. 3) 100% of teachers are fully credentialed and correctly assigned. 4) 100% of teachers implement the common core. 5) 100% of students have access to full curriculum described in the charter petition: a music teacher was hired for the 2014/2015 school year to provide music instruction school wide.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hire teachers and pay basic salary.	Hiring Teachers: \$692,926;	Hired 6 new teachers and paid basic salaries.	Hiring Teachers: \$653,600;

	<p>Funding Source: LCFF Basic; LCFF Concentration; LCFF Supplemental; Title I.</p> <p>Hiring outside consultants to provide special ed services to students: \$75,000; Funding Source: LCFF Basic.</p>		<p>Funding Source: \$553,600 LCFF Basic; \$100,000 LCFF Concentration and LCFF Supplemental.</p> <p>Hiring outside consultants to provide special ed services to students: \$130,000; Funding Source: Special Education funding; LCFF Basic.</p>
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
<p>Select teachers to perform adjunct duties such as testing coordinator, CELDT Coordinator, and CELDT testing administrator</p>	<p>Paying Stipend: \$6,000; Funding Source: LCFF Basic; Note: Pay stipends to teachers performing adjunct duties.</p>	<p>Two teachers were selected to perform adjunct duties related to CAASP and CELDT administration.</p>	<p>Paying stipend: \$2,000 for CELDT administration; Funding source: LCFF supplemental; \$2,000 for CAASP; funding source: LCFF</p>

			basic. \$1,000 for CELDT testing administrator; funding source: LCFF supplemental.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Hiring a principal to oversee the running of the school to ensure that basic services are offered	Hiring a Principal: \$102,284; Funding Source: LCFF Basic.	Hired a principal to oversee the running of the school to ensure that basic services are offered	Hired a principal at 92, 116. Funding source: LCFF Basic.
Scope of Service:	Charter-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Organize support staff to help with clerical work and custodial work to ensure that basic services and safety are offered to all students.	Hiring support staff: \$60,211; Funding Source: LCFF Basic; Note: Support staff will include front office secretary, yard supervisors, and	Organized support staff to help with clerical work and custodial work to ensure that basic services and safety are offered to all students.	Hired support staff: \$57,278; Funding Source: LCFF Basic; Note: Support staff will include front office secretary, yard supervisors, and

	<p>custodial staff.</p> <p>Hiring Office Manager: \$37,698; Funding Source: LCFF Basic; Note: Office manager to oversee support staff.</p> <p>Hiring building manager: \$40,138; Funding Source: LCFF Basic; Note: Building manager to oversee general condition of building to ensure that safety requirements are met.</p>		<p>custodial staff.</p> <p>Hired Office Manager: \$44,000; Funding Source: LCFF Basic; Note: Office manager to oversee support staff.</p> <p>Hired building manager: \$36,350; Funding Source: LCFF Basic; Note: Building manager to oversee general condition of building to ensure that safety requirements are met.</p>
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<p><u>X</u> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p><u>X</u> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
Provide students with the basic materials and curricula that they will need to learn.	<p>Purchase basic textbooks: \$41,000; Funding Source: LCFF</p>	Provided students with the basic materials and curricula that they will need to learn.	<p>Purchased basic textbooks: \$17,000; Funding Source: LCFF</p>

	<p>Basic.</p> <p>Purchase library books, trade books, and reference books: \$18,000; Funding Source: LCFF Basic.</p> <p>Purchase instructional materials for the classroom: \$16,000; Funding Source: LCFF Basic.</p> <p>Purchase custodial supplies: \$10,000; Funding Source: LCFF Basic.</p>		<p>Basic, Common Core funding.</p> <p>Purchased library books, trade books, and reference books: \$9,000; Funding Source: LCFF Basic, Common Core funding.</p> <p>Purchased instructional materials for the classroom: \$15,000; Funding Source: LCFF Basic and concentration.</p> <p>Purchase custodial supplies: \$7,500; Funding Source: LCFF Basic.</p> <p>Purchased basic office supplies: \$10,000; Funding Source: LCFF Basic.</p>
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All		<u>X</u> All	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide students with meal service for lunch and fresh fruit and vegetable snacks to provide basic nutrition for students at school.	Meal service - lunch: \$174,960; Funding Source: NSLP; CNP. Snack - fresh fruits and vegetables: \$12,016; Funding Source: FFVP.	Provided students with meal service for lunch and fresh fruit and vegetable snacks to provide basic nutrition for students at school.	Meal service - lunch: \$175,000; Funding Source: NSLP; CNP. Snack - fresh fruits and vegetables: \$12,500; Funding Source: FFVP.
Scope of Service:		Scope of Service:	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Purchase basic insurance for school and school activities.	insurance: \$16,715; Funding Source: LCFF Basic.	Purchased basic insurance for school and school activities.	Insurance: \$11,000; Funding Source: LCFF Basic.
Scope of Service:		Scope of Service:	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	

Provide basic services to ensure operable building that is safe and clean.

Housekeeping & Operations:
\$2,000; Funding Source: LCFF Basic; Note: Purchase of materials and supplies.

Utilities - Gas & Electric:
\$17,500; Funding Source: LCFF Basic.

Janitorial, gardening services & supplies: \$6,700; Funding Source: LCFF Basic.

Utilities - waste: \$3,500; Funding Source: LCFF Basic.

Utilities - water: \$5,000; Funding Source: LCFF Basic.

Repairs and Maintenance Building: \$13,000; Funding

Provided basic services to ensure operable building that is safe and clean.

Housekeeping & Operations:
\$1,500; Funding Source: LCFF Basic; Note: Purchase of materials and supplies.

Utilities - Gas & Electric:
\$17,500; Funding Source: LCFF Basic.

Janitorial, gardening services & supplies: \$5,500; Funding Source: LCFF Basic.

Utilities - waste: \$1,800; Funding Source: LCFF Basic.

Utilities - water: \$3,000; Funding Source: LCFF Basic.

Repairs and Maintenance Building: \$8,000; Funding Source:

	<p>Source: LCFF Basic.</p> <p>Repairs and Maintenance - other equipment: \$1,000; Funding Source: LCFF Basic.</p> <p>Facilities Rental: \$199,560; Funding Source: LCFF Basic.</p> <p>Copier Rental: \$6,240; Funding Source: LCFF Basic.</p> <p>Purchase student information system: \$2,900; Funding Source: LCFF Basic; Note: School will use PowerSchool.</p>		<p>LCFF Basic.</p> <p>Repairs and Maintenance - other equipment: \$1,000; Funding Source: LCFF Basic.</p> <p>Facilities Rental: \$199,560; Funding Source: LCFF Basic.</p> <p>Copier Rental: \$4,000; Funding Source: LCFF Basic (\$3,000) and LCFF concentration (\$1,000).</p> <p>Purchase and support for student information system: \$5,000; Funding Source: LCFF Basic; Note: School will use PowerSchool.</p>
<p>Scope of Service:</p>	<p>Charter-Wide</p>	<p>Scope of Service:</p>	<p>Charter-Wide</p>
<p><u>X</u> All</p> <p>-----</p> <p>OR:</p>		<p><u>X</u> All</p> <p>-----</p> <p>OR:</p>	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Connect computers to Internet through open DNS to ensure basic safety when students are accessing the Internet	Purchase Open DNS: \$2,000; Funding Source: LCFF Basic.	Connected computers to Internet through open DNS to ensure basic safety when students are accessing the Internet	Purchased Open DNS: \$882; Funding Source: LCFF Basic.
Scope of Service:	Charter-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide oversight to accounting procedures to provide basic financial stability to organization	Hire accounting firm to perform audits: \$6,000; Funding Source: LCFF Basic.	Provided oversight to accounting procedures to provide basic financial stability to organization	Hired accounting firm to perform audits: \$6,000; Funding Source: LCFF Basic.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Principal will conduct needs survey among teachers to determine what materials are needed to enhance ELA instruction for English Learners.		Principal conducted needs survey among teachers to determine what materials are needed to enhance ELA instruction for English Learners.	
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

<u>X</u> All ----- OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Based on the needs survey, school will purchase ELA materials for use with English learners.	Purchasing of ELA materials: \$3,000; Funding Source: LCFF Supplemental; LCFF Concentration; Note: Principal will purchase ELA materials based on the survey results.	Based on the needs survey, school purchased ELA materials for use with English learners. These materials included level differentiated chapter books, NewsELA, and Time for Kids.	Purchased ELA materials: \$3,000; Funding Source: LCFF Supplemental; LCFF Concentration; Note: Principal will purchase ELA materials based on the survey results.
Scope of Service:		Charter-Wide	
<u>X</u> All ----- OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
School will purchase standards based mathematics materials.	purchase of standards based mathematics materials: \$18,000; Funding Source: LCFF Supplemental; LCFF	School purchased standards based mathematics materials. My Math from McGraw Hill for all grades.	Purchased standards based mathematics materials: \$9,654; Funding Source: Common Core Funding.

	Concentration.		
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>Other Subgroups: _____</u>		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Place ads on Edjoin for positions at the school.	Placing add on edjoin: \$100; Funding Source: LCFF Supplemental; LCFF Concentration.	Placed ads on Edjoin for positions at the school.	Placed adds on edjoin: \$100; Funding Source: LCFF Supplemental; LCFF Concentration.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>Other Subgroups: _____</u>		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Unfreeze step and column on the salary table to maintain competitiveness in hiring and keeping NCLB compliant teachers.	unfreezing salary table: \$37,912; Funding Source: LCFF Supplemental; LCFF Concentration.	Unfroze step and column on the salary table to maintain competitiveness in hiring and keeping NCLB compliant teachers.	Unfroze salary table: \$44,000; Funding Source: LCFF Supplemental; LCFF Concentration.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

<u>X</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Provide teachers with PD in the area of the common core standards	Providing PD in common core: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration.	Provided teachers an additional two weeks of orientation at the beginning of the school year covering basics of common core and instructional strategies to deliver common core. Orientation also included information regarding differentiated instruction to meet needs of all students including subgroups and building a common school culture.	Provided PD for orientation: 16,685; Funding source: LCFF supplemental and concentration.
Scope of Service:		Scope of Service:	
Charter-Wide		Charter-Wide	
<u>X</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	None at this time. The budget will be maintained for these items to ensure achievement of this goal over the span of the LCAP.		

Original GOAL from prior year LCAP:	Students will progress academically each year.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE Only: 9__ 10__ Local: _____	
Goal Applies to:	Schools: Elementary Applicable Pupil Subgroups: All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) Baseline data to be collected this first year of testing on the CAASP. 2) 75% of students will advance one level on the CELDT 3) 20% of students will reclassify 4) School will meet annual API growth target 5) 65% of students will score a 3 or a 4 on the final report card in all subject areas 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) Baseline data will be collected in spring 2015 when students take the CAASP. As of the creation of this document, the data is not available. 2) 25% of students advanced one level on the CELDT. 3) 13.6% of EL students reclassified as of May 2015. 4) This data will be available at the beginning of year 3 of LCAP implementation. As of the creation of this document, the data is not available. 5) This will be collected at the end of year 1 of the LCAP implementation. As of the creation of this document, the data is not available. (This will be changed to 50% of students will score a 3 or a 4 on the final report card in all subject areas.) 	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		
Will provide special education services to		Hire resource	Provided special education services to students Hired resource	

students with learning disabilities.	specialist teacher: \$58,827; Funding Source: LCFF Basic.	with learning disabilities.	specialist teacher: \$11,981; Funding Source: LCFF Basic. Special education Funding. (However, resource specialist teacher left mid year.)
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Organize and operate an after-school program	Hire After School Staff: \$91,925; Funding Source: ASES. Hiring after school program coordinator: \$24,723; Funding Source: ASES.	Organized and operated an after-school program	Hired After School Staff including long term sub: \$58,885; Funding Source: ASES. Hired after school program coordinator: \$21,880; Funding Source: ASES.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<u>Redesignated fluent English proficient</u> <u>Other Subgroups: _____</u>	<u>Redesignated fluent English proficient</u> <u>Other Subgroups: _____</u>
<p>Organize computer lab, loan computers, and software to increase technology to student ratio.</p>	<p>Purchase software for computers: \$5,500; Funding Source: LCFF Basic.</p> <p>Purchase computers to increase technology to student ratio: \$18,500; Funding Source: LCFF Basic.</p> <p>Purchase furniture, other equipment and supplies to support the increase in technology.: \$1,500; Funding Source: LCFF Basic.</p> <p>Robotics Class: \$2,000; Funding Source: ASES; Note: Provide students with robotics class using computers</p>

	<p>in lab.</p> <p>E-rate consultant fee: \$4,000; Funding Source: LCFF Basic; Note: Consultant fee for help in putting together the tech plan for submission to the CDE.</p>		<p>equipment and supplies to support the increase in technology.: \$1,200; Funding Source: LCFF Basic.</p> <p>Robotics Class: \$3,950; Funding Source: ASES; Note: Provide students with robotics class using computers in lab.</p> <p>E-rate consultant fee: \$5,000; Funding Source: LCFF Basic; Note: Consultant fee for help in putting together the tech plan for submission to the CDE.</p>
<p>Scope of Service:</p>	<p>Charter-Wide</p>	<p>Scope of Service:</p>	<p>Charter-Wide</p>
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		

Provide professional development to teachers in the areas of language development, common core, professional learning communities.

Professional Development basic supplies: \$1,000; Funding Source: LCFF Basic; Note: Basic supplies to include such things as markers, chart paper, and instructional materials for presenters.

travel & conferences: \$9,150; Funding Source: LCFF Basic; Note: Provide travel and conference attendance funds for teachers and administration.

Dues & Memberships: \$3,000; Funding Source: LCFF Basic; Note: Provide funds for dues and memberships fees for membership in CCSA.

Provided professional development to teachers in the areas of language development for EL students, common core, professional learning communities.

Professional Development basic supplies: \$1,000; Funding Source: LCFF Basic; Note: Basic supplies to include such things as markers, chart paper, and instructional materials for presenters.

travel & conferences: \$5,587; Funding Source: LCFF Basic and Common Core Funding. Note: Provide travel and conference attendance funds for teachers and administration.

Dues & Memberships: \$2,336; Funding Source: LCFF Basic; Note: Provide funds for dues and memberships fees for membership in

sub pay:
\$19,500; Funding
Source: LCFF
Basic; Note: Sub
pay for teachers to
attend workshops
and trainings.

PD consultant:
\$2,000; Funding
Source: LCFF
Basic; Note: PD
consultant to
provide training in
areas of common
core and PLC.

Principal
coaching: \$4,100;
Funding Source:
LCFF Basic; Note:
Provide coaching
to principal on
special education,
developing
professional
learning
community, etc.

CCSA.

sub pay:
\$12,000; Funding
Source: LCFF
Basic and
Common Core
Funding; Note:
Sub pay for
teachers to attend
workshops and
trainings.

PD consultant:
\$2,000; Funding
Source: Common
Core Funding;
Note: PD
consultant to
provide training in
areas of common
core and PLC.

Principal
coaching: \$1,250;
Funding Source:
LCFF
supplemental and
concentration;
Note: Provide
coaching to
principal on
special education,
developing
professional
learning

		community, etc.	
Scope of Service:		Charter-Wide	Scope of Service:
Charter-Wide		Charter-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide benchmarks to students to evaluate progress in learning of standards	Purchase OARS: \$3,200; Funding Source: LCFF Basic.	Provided benchmarks to students to evaluate progress in learning of standards	Purchases OARS: \$2,500; Funding Source: LCFF supplemental. Note: allows tracking of subgroups including ELs and socio-economically disadvantaged students.
Scope of Service:		Charter-Wide	Scope of Service:
Charter-Wide		Charter-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide students with field trips.	Buses for field trips: \$6,000; Funding Source: LCFF Basic.	Provided students with field trips.	Buses for field trips: \$5,000; Funding Source: LCFF supplemental.

			Note: exposure for ELs and other subgroups to community resources.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide professional development to teachers working with various subgroups in the areas of differentiated instruction, intervention strategies, and adaptive curriculum.	Provide intervention PD: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration; Note: Provide intervention teachers with PD in the area of differentiated instruction and working with students who are English learners, foster youth, and socio-economically disadvantaged.	Provided professional development to teachers working with various subgroups in the areas of differentiated instruction, intervention strategies, and adaptive curriculum.	Provided intervention PD including Orientation and NWEA training: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration; Note: Provide intervention teachers with PD in the area of differentiated instruction and working with students who are English learners, foster youth, and socio-economically

		disadvantaged.	
Scope of Service:		Charter-Wide	Scope of Service:
Charter-Wide		Scope of Service:	
<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide teachers with professional development in the area of language development to meet the needs of English learners.	Conduct ELD professional development: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration.	Provided teachers with professional development in the area of English language development standards to meet the needs of English learners.	Conduct ELD professional development: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration.
Scope of Service:		Charter-Wide	Scope of Service:
Charter-Wide		Scope of Service:	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Purchase online tutorial service to meet the needs of English learners and redesignated students. Students access the online service that provides activities to students at their level of academic achievement.	purchase of Imagine Learning: \$1,500; Funding Source: LCFF Supplemental; LCFF Concentration.	Purchased NewsELA to meet the needs of English learners and redesignated students. Students access the online service that provides articles to students at their reading level.	purchase of NewsELA: \$1,440; Funding Source: LCFF Supplemental; LCFF Concentration.
Scope of Service:		Charter-Wide	Scope of Service:
Charter-Wide		Scope of Service:	

<u>X</u> All ----- OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth <u>X</u> Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Purchase library books for school and classroom libraries. Books are to be used with Accelerated Reader, an online book quiz program, and for classroom reading projects.	Purchase of library books: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration.	Purchased AR for school and classroom libraries. AR is an online book quiz program.	Purchased AR: \$2,100; Funding Source: LCFF Supplemental; LCFF Concentration. Purchased library software: \$425; Funding Source: LCFF Supplemental & concentration.
Scope of Service:		Charter-Wide	
<u>X</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Purchase online computer adaptive benchmarking system.	purchase NWEA benchmarking system: \$4,140; Funding Source: LCFF Supplemental; LCFF	Purchased online computer adaptive benchmarking system.	Purchased NWEA benchmarking system: \$4,143; Funding Source: LCFF Supplemental; LCFF

	Concentration.		Concentration. Note: Helps define achievement of subgroups including ELs and socio-economically disadvantaged.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____		<u>X</u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: _____	
Hire teachers for program; reorganize curriculum; align instruction with the common core.	Hire intervention teachers: \$84,879; Funding Source: LCFF Supplemental; LCFF Concentration. Provide PD to intervention teachers: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration. Provide teachers with materials:	Hired teachers for program; reorganized curriculum; aligned instruction with the common core.	Hired intervention teachers: \$84,879; Funding Source: Title I. Provide PD to intervention teachers: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration. Provide teachers with materials: \$1,500; Funding Source: LCFF Supplemental;

\$1,500; Funding Source: LCFF Supplemental; LCFF Concentration.

Provide office supplies and other items to store educational materials, track student progress, etc.: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration.

Purchase chrome books to facilitate differentiated instruction: \$3,000; Funding Source: LCFF Supplemental; LCFF Concentration.

Provide subs for teachers to lessen impact on intervention teachers: \$5,000; Funding Source: LCFF

LCFF Concentration.

Provide office supplies and other items to store educational materials, track student progress, etc.: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration.

Purchase chrome books to facilitate differentiated instruction: \$5,100; Funding Source: LCFF Supplemental; LCFF Concentration.

Provide subs for teachers to lessen impact on intervention teachers: \$5,000; Funding Source: LCFF Supplemental; LCFF Concentration.

	Supplemental; LCFF Concentration.		
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Provide professional development in the area of common core implementation for math and ELA.	Provide common core PD to teachers: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration.	Provided professional development in the area of common core implementation for math and ELA.	Provided common core PD to teachers: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> All ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
Start Summer School Program	Teacher Pay for working in summer school program: \$14,081; Funding Source: LCFF Supplemental; LCFF	Implemented Summer School Program	Teacher Pay for working in summer school program: \$11,000; Funding Source: LCFF Supplemental; LCFF

	<p>Concentration.</p> <p>materials and supplies for the summer school program: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration.</p> <p>pay for classified staff working on summer school program: \$1,928; Funding Source: LCFF Supplemental; LCFF Concentration.</p>		<p>Concentration.</p> <p>materials and supplies for the summer school program: \$627; Funding Source: LCFF Supplemental; LCFF Concentration.</p> <p>pay for classified staff working on summer school program: \$2,097; Funding Source: LCFF Supplemental; LCFF Concentration.</p>
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
Implement music program at GEA.	Salary for music instructor: \$7,040; Funding Source: LCFF Supplemental; LCFF	Implemented music program at GEA.	Salary for music instructor: \$7,040; Funding Source: LCFF Supplemental; LCFF

	Concentration. purchase guitars for music program: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration.		Concentration. purchase guitars and recorders for music program: \$1,288; Funding Source: LCFF Supplemental; LCFF Concentration.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Implement bilingual program in Spanish and English to facilitate English learner acquisition of English.	Provide teachers with PD in the area of immersion and bilingual education.: \$7,000; Funding Source: LCFF Supplemental; LCFF Concentration.	Implemented bilingual program in Spanish and English to facilitate English learner acquisition of English.	Provided teachers with PD in the area of immersion and bilingual education.: \$0; Funding Source: LCFF Supplemental; LCFF Concentration. Note: Program was implemented without use of funding.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

All

OR:

Low Income pupils English Learners Foster Youth

Redesignated fluent English proficient

Other Subgroups: _____

All

OR:

Low Income pupils English Learners Foster Youth

Redesignated fluent English proficient

Other Subgroups: _____

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

- 1) For the interim years during which CAASP data is not available, data from the NWEA MAP testing will be used to establish baseline data for students in all grades. Growth data from the NWEA MAP will be used to measure progress in meeting common core standards. Individual and school progress will be reported to school stakeholders.
- 2) This objective will remain the same.
- 3) This objective will remain the same.
- 4) This objective will remain the same, however, will not be reported until year 3 of LCAP implementation.
- 5) This objective will change. 50% of students will score a 3 or a 4 on the final report card in all subject areas.

Original GOAL from prior year LCAP:	Students and parents will be successfully engaged in a school climate that is welcoming.	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: Elementary Applicable Pupil Subgroups: All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) ≥ 6 activities or events per year providing information to parents 2) 100% of parents contacted with information 3) 96.3% ADA 4) 1 suspension per year or less 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) GEA has provided information to parents at meetings more than 6 times this academic year. These meetings included parent trainings, School Advisory Council meetings, and coffee and tea with the principal. 2) 100% of parents have been contacted with information about the school and the progress of their children through newsletters, announcements, flyers, letters, and at parent conferences. 3) As of April 1, 2015, the ADA is 96.38% 4) As of May 1, 2015, there have been no suspensions for the school year.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The school will provide opportunities for parent involvement and input through committee meetings and informal sessions	parent training: \$5,000; Funding Source: LCFF Basic; Title II.	The school provided opportunities for parent involvement and input through committee meetings and informal sessions	parent training: \$1,500; Funding Source: LCFF Basic.

Scope of Service:		Charter-Wide	Scope of Service:		Charter-Wide
<u>X</u> All			<u>X</u> All		
----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____			----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		
Parents representing unduplicated pupil groups and individuals with exceptional needs will be contacted each semester and advised of their rights to participate in the decision making process.	Provide training for parents of students with special needs: \$1,000; Funding Source: LCFF Basic.		Parents representing unduplicated pupil groups and individuals with exceptional needs were contacted each semester and advised of their rights to participate in the decision making process.	Provided training for parents of students with special needs: \$0; Funding Source: No funds expended for this as it was distribution of flyers.	
Scope of Service:		Charter-Wide	Scope of Service:		Charter-Wide
<u>X</u> All			<u>X</u> All		
----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____			----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		
School will initiate plan to reward good student attendance through monthly award system that includes both certificate and prize awards.	provide certificates and incentives to students with good attendance: \$500; Funding Source: school fundraisers.		School initiated plan to reward good student attendance through quarterly award system that includes both certificates and medals.	Provided certificates to students with good attendance: \$500; Funding Source: school fundraisers.	

Scope of Service: Charter-Wide		Scope of Service: Charter-Wide	
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
School will implement a positive behavior support plan to minimize the number of suspensions.	certificates: \$500; Funding Source: School Fundraisers; Note: provide certificates to students to foster positive behavior.	School implemented a positive behavior support plan to minimize the number of suspensions.	certificates: \$500; Funding Source: School Fundraisers; Note: provide certificates to students and student store at which students can use Character Counts! tickets to foster positive behavior.
Scope of Service: Charter-Wide		Scope of Service: Charter-Wide	
<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____		<u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____	
School will need to purchase various and miscellaneous items to support school wide activities to support a welcoming environment.	Purchase miscellaneous items to support various school	School purchased various and miscellaneous items to support school wide activities to support a welcoming environment.	Purchase miscellaneous items for graduation,

	wide activities to promote engagement by parents and students: \$4,900; Funding Source: LCFF Basic.		student assemblies, etc. to support various school wide activities to promote engagement by parents and students: \$3,000; Funding Source: LCFF Basic.
Scope of Service:	Charter-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide parent training in these areas: parent handbook; volunteer process; creating a home conducive to learning; parenting effectively; SST process and special education; the school program; school safety; community resources; computer/Internet safety; child abuse reporting; SAC committee and functions; field trip policy; etc.	Hiring outside consultants to provide training to parents.: \$3,000; Funding Source: LCFF supplemental; LCFF concentration; Note: Outside consultants will provide parents with information regarding various topics described	Provided parent training in these areas: parent handbook; volunteer process; creating a home conducive to learning; parenting effectively; SST process and special education; the school program; school safety; student nutrition; community resources; computer/Internet safety; child abuse reporting; SAC committee and functions; field trip policy; etc.	Used outside consultants to provide training to parents at no cost: \$0; Funding Source: LCFF supplemental; LCFF concentration; Note: Outside consultants will provide parents with information regarding various topics described

	above.		above, however, they did it for free.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide parents with weekly newsletter detailing news items and school policy issues.		Provided parents with weekly newsletter detailing news items and school policy issues.	
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Host parents once a month with light refreshments in a dialogue to answer questions about school functioning and policy issues.		Hosted parents once a month with light refreshments in a dialogue to answer questions about school functioning and policy issues.	
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Institute Character Counts! to promote a safe and positive school culture. Purchase materials		Instituted Character Counts! to promote a safe and positive school culture. Purchase materials	

to support the program.		to support the program.	
Scope of Service: Charter-Wide		Scope of Service: Charter-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Institute Student Success Team process to deal with behavior issues before they become too serious.		Instituted Student Success Team process to deal with behavior issues before they become too serious.	
Scope of Service: Charter-Wide		Scope of Service: Charter-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide teachers with PD on the development of a positive school culture.	Hiring outside consultant to provide information to teachers regarding the development of a positive school culture: \$1,000; Funding Source: LCFF supplemental; LCFF concentration.	Provided teachers with PD on the development of a positive school culture.	Hiring outside consultant to provide information to teachers regarding the development of a positive school culture: \$745; Funding Source: LCFF supplemental; LCFF concentration.

Scope of Service:	Charter-Wide	Scope of Service:	School-Wide
<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes are necessary at this time. GEA will keep the same actions, services, and expenditures.		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$380,157
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Per California's Fiscal Crisis & Management Assistance Team's (FCMAT) LCFF calculator, Global Education Academy's Supplemental & Concentration Grant Funding for the 2015-16 school year is estimated to be \$380,157. GEA will be using these funds in a schoolwide manner. GEA believes it is justified to use the funds in a schoolwide manner because its unduplicated count for the 2013-14 school year was 237 students out of a total enrollment of 238 as of the Fall-1 reporting period, equating to 99.5% of GEA's total population. This percentage is expected to be similar in the 2015-16 school year.

GEA will offer a variety of programs and supports that are aligned with the LCAP goals. These include: RtI Intervention Program teachers, summer school, a music program, recruitment and retention of teachers of color, a one-week orientation for teachers, Chromebooks, and professional development for staff, which includes strategies for ELs in learning common core standards. Schoolwide implementation of these practices will not only have an impact on the learning environment and the climate of the school as a whole but will also have a disproportionately positive impact on the targeted subgroups.

GEA 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 (ninety-five percent or more), there may be other students in need that GEA cannot ignore. By providing the services identified without limitations, GEA will serve all students, especially focus students. The full list of expenditures is aligned with the goals of the GEA Local Control and Accountability Plan and addresses the needs of our GEA's English learners, low Income students and foster youth.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

22.46	%	
<p>Based on per California’s Fiscal Crisis & Management Assistance Team’s (FCMAT) LCFF calculator, Global Education Academy’s services for Low-income students and English Learners are estimated to increase by 22.46%, the Minimum Proportionality Percentage (MPP) for the 2015-16 school year. GEA will meet its MPP for the 2015-16 by providing the following services for Low Income, English Learners, and foster youth: Rtl Intervention Program teachers, summer school, a music program, recruitment and retention of teachers of color, Chromebooks and other supplies for Rtl, and professional development for staff. By providing the services identified without limitations, GEA will best serve all students, especially targeted students with increased or improved services at minimum of 22.46% above all students.</p>		

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.