

Local Control and Accountability Plan

Los Angeles Unified
Global Education Academy 2

July 1, 2015 - June 30, 2018

Introduction:

LEA: Global Education Academy 2

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LCAP Year: 2015

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>GEA 2 is scheduled to begin its first year of instruction on September 2, 2014. Stakeholders including parents, parents of foster youth, parents of English learners, community members, and teachers will be engaged in developing, reviewing, and supporting the implementation of the LCAP. All parents at GEA 2 will be informed of the LCAP process through newsletters, special announcements, and parent meetings and trainings.</p> <p>The first meeting regarding the LCAP will be held in May 2015. At this meeting, parents of the school advisory committee will be presented with the goals and actions and services assigned to achieve the goals of the LCAP. Parents will comment on the goals, actions and services indicated and will make suggestions for expenditures related to actions that support said goals. A parent meeting will be held in May 2015 to present findings from the School Advisory Council (SAC) meeting to the general school population of parents. Parents will be 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 will have 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 will be held subsequent to the first general meeting. At these focus meetings, parents will be invited to comment on the goals and actions of the charter petition in relation to their special needs. Teachers will also be included in the development of the LCAP at a meeting in May 2015. Teachers will rank the goals and actions to achieve the goals in order of importance. These will be collectively reviewed so that goals and actions reflect the input of parents and teachers. The prioritized list of goals and actions will then be used align the budget to match the goals and actions to achieve the goals.</p>	<p>Meetings with parents will be held, explaining what the LCFF is and our obligations to create an LCAP that reflects parent input, parents will be able to make valuable contributions to the dialogue that brings about changes to the LCAP and the overall budget. At a parent meeting in March 2015, parents will provide a list of items they want reflected in the budget.</p> <p>A similar meeting will be held on April 2014 with the School Advisory Council.</p> <p>In this way parents will be included in the budget development process and their views will be reflected throughout the budget development process.</p>

All stakeholders will be engaged in a timely manner in the school's process to develop the LCAP. Because meetings with parent, teachers, and community members will occur early in the month of May, school administration will be able to accept input from parents.

Meetings with parents will be held, explaining what the LCFF is and our obligations to create an LCAP that reflects parent input, parents will be able to make valuable contributions to the dialogue that brings about changes to the LCAP and the overall budget. At a parent meeting in March 2015, parents will provide a list of items they want reflected in the budget. In this way, parents will be included in the budget development process and their views will be reflected throughout the budget development process.

Annual Update:

GEA 2 opened for students for the 2014-15 school year. All stakeholder groups including parents, parents of foster youth, parents of English learners, community members, and teachers were involved in the development, review, and implementation of the LCAP approved for this year. Information about the LCAP process was conveyed to parents and teachers throughout the school year through weekly newsletters, special announcements, monthly parent training meetings, and weekly teacher meetings.

At the School Advisory Committee meeting in April 2015, the three sections of the LCAP and the 3 goals and their associated action items were reviewed and discussed with parent leaders. Parents agreed that the action items included in the LCAP would benefit the students intended. They also noted that an art teacher was listed as an action item on the plan, but no art teacher had been hired for our school at the time of the meeting. Although very late in the school year, an art teacher was finally hired and began art lessons with both

Annual Update:

Meetings were held over the course of the 2014-15 school year to demonstrate that we have fulfilled our obligation to create an LCAP that reflects parent input. Throughout the year, parents and teachers were asked and gave their suggestions for how funds should be spent. In May, parents were invited to generate a list of items they would like to see reflected in the school budget. Parents were largely happy with the way the goals and actions were aligned to the specific needs of the student. The only addition they requested was more enrichment opportunities such as an art teacher, field trips to cultural and local events. These have been funded through the LCAP.

Because an art teacher was not hired until the end of the school year, that freed up money in the budget that could be otherwise used to support student achievement for all students.

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

classes.

Teachers and parents were asked to rank the actions and services listed in the LCAP in priority order to help guide the administration in the development of the LCAP for 2015-16. After prioritizing actions and services, parents were asked give input on the budget for those as well. Parents had several opportunities via various media to rank the actions and items: April SAC meeting, April parent training meeting, weekly newsletter, and paper and pen versions were available at the gate during student drop-off.

Once we had input from the parents and teachers on how they thought money should be spent in support of the goals and actions identified in the LCAP, then meetings with parents of English learners and other sub-groups of students occurred to ensure that the particular needs of each group were addressed in the LCAP.

By having multiple meetings over the course of the school year, it made the task of monitoring and revising the LCAP less challenging and more reflective of stakeholder engagement in the process. Parent input was valued and the actions and services included in next year's LCAP will show the input from parents and teachers.

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?
- 1 0) What information was considered/reviewed for subgroups identified in Education Code section 5 2 0 5 2?
- 1 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 5 2 0 5 2, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 1 2) How do these actions/services link to identified goals and expected measurable outcomes?
- 1 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	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: <u>Basic; Implementation of State Standards; Course access</u>
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Identified Need:	<ol style="list-style-type: none"> 1) The overall condition of the school will be good, and an insurance company inspection of the school will be taken to identify needs. Any identified items will 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, will help identify the percentage of students who have access to standards aligned textbooks. 3) All teachers will be highly qualified as measured by NCLB. All teachers will be correctly assigned and will have full credentials. 4) Stakeholders (teachers) will implement the common core. 5) Teacher focus groups will be held to ensure that 100% of students have full access to the curriculum and courses as described in the charter petition.
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Goal Applies to:	Schools: <u>Elementary</u> Applicable Pupil Subgroups: <u>All</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
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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	<u>X</u> All ----- OR: <u> </u> Low Income pupils <u> </u> English Learners	Hiring Teachers: \$368,305; Funding Source: LCFF Basic

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	(\$275,415); LCFF Concentration and LCFF Supplemental (\$92,890). Hiring outside consultants to provide special ed services to students: \$63,000; Funding Source: LCFF Basic; Special Education funds.
Select teachers to perform adjunct duties such as testing coordinator, CELDT Coordinator, and CELDT testing administrator.	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: _____	Paying Stipend: \$6,500; Funding Source: LCFF Basic (\$2,000); LCFF supplemental and concentration (\$4,500) 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: \$80,276; Funding Source: LCFF Basic.
Organize support staff to help with clerical	Charter-Wide	<input checked="" type="checkbox"/> All	Hiring Office

work and custodial work to ensure that basic services and safety are offered to all students.		<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>Manager: \$37,849; Funding Source: LCFF Basic.</p>
Provide students with the basic materials and curricula that they will need to learn.	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 basic textbooks: \$39,400; Funding Source: LCFF Basic, PCSGP and Walton Grants.</p> <p>Purchase library books, trade books, and reference books: \$12,00; Funding Source: LCFF Basic, PCSGP and Walton Grants.</p> <p>Purchase instructional materials for the classroom: \$24,000; Funding Source: LCFF Basic, PCSGP and Walton Grants.</p> <p>Purchase custodial supplies: \$2,000; 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 and breakfast: \$143,350; Funding Source: NSLP; CNP; LCFF Basic.
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: \$9,600; 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: _____	Facilities Rental: \$64,635; Funding Source: LCFF Basic. Purchase student information system: \$3,000; 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 and PCSGP.

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: \$1,000; Funding Source: LCFF Basic.
Based on a 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: expenses covered under reference materials above; Funding Source: LCFF Supplemental; LCFF Concentration; Note: Principal will purchase ELA materials based on survey results.
Place adds 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	unfreezing salary table: \$12,000; Funding Source: LCFF Supplemental; LCFF

		_Other Subgroups: _____	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: \$5,000; Funding Source; LCFF Concentration (\$1,000), PCSGP (\$4,000)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul 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
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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	<u>X</u> All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____	Hiring Teachers: \$405,135; Funding Source: LCFF Basic (\$302,956); LCFF Concentration and LCFF Supplemental (\$102,179). Hiring outside consultants to provide special ed services to students: \$75,000; Funding

			Source: LCFF Basic; Special Education funds.
Select teachers to perform adjunct duties such as testing coordinator, CELDT Coordinator, and CELDT testing administrator.	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: _____	Paying Stipend: \$8,100; Funding Source: LCFF Basic (\$2,000); LCFF supplemental and concentration (\$6,000) 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: \$88,303; 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 Office Manager: \$41,633; Funding Source: LCFF Basic.
Provide students with the basic materials and curricula that they will need to learn.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Purchase basic textbooks: \$43,340; Funding Source: LCFF

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Basic. Purchase library books, trade books, and reference books: \$13,200; Funding Source: LCFF Basic; LCFF Concentration; Walton. Purchase instructional materials for the classroom: \$16,000; Funding Source: LCFF Basic; LCFF Concentration; Walton. Purchase custodial supplies: \$2,200; 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	<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 and breakfast: \$157,685; Funding Source: NSLP; CNP; LCFF Basic.
Purchase basic insurance for school and	Charter-Wide	<input checked="" type="checkbox"/> All	insurance:

school activities.		----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____	\$10,560; Funding Source: LCFF Basic.
Provide basic services to ensure operable building that is safe and clean.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____	Facilities Rental: \$71,098; Funding Source: LCFF Basic. Purchase student information system: \$3,300; 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: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____	Purchase Open DNS: \$1,100; Funding Source: LCFF Basic.
Provide oversight to accounting procedures to provide basic financial stability to organization	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: _____	Hire accounting firm to perform audits: \$1,100; Funding Source: LCFF Basic.
Based on the needs survey, school will	Charter-Wide	<input type="checkbox"/> All	Purchasing of ELA

purchase ELA for use with English learners.		<p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" 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>materials:</p> <p>expenses covered under reference materials above;</p> <p>Funding Source: LCFF Supplemental; LCFF Concentration;</p> <p>Note: Principal will purchase ELA materials based on survey results.</p>
Place ads on Edjoin for positions at the school.	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>Placing ad on edjoin: \$110;</p> <p>Funding Source: LCFF Supplemental; LCFF Concentration.</p>
Unfreeze step and column on the salary table to maintain competitiveness in hiring and keeping NCLB compliant teachers.	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>raises to salary table: \$13,200;</p> <p>Funding Source: LCFF Supplemental; LCFF Concentration.</p>
Provide teachers with PD in the area of the common core 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>Providing PD in common core: \$5,500; Funding Source; LCFF Concentration; Walton.</p>

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
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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: \$441,966; Funding Source: LCFF Basic (\$330,498); LCFF Concentration and LCFF Supplemental (\$111,468). Hiring outside consultants to provide special ed services to students: \$90,000; Funding Source: LCFF Basic; Special Education funds.
Select teachers to perform adjunct duties such as testing coordinator, CELDT Coordinator, and CELDT testing administrator.	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	Paying Stipend: \$9,000; Funding Source: LCFF Basic (\$2,000); LCFF supplemental and concentration

		<input type="checkbox"/> Other Subgroups: _____	(\$7,000) 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: \$102,284; 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 Office Manager: \$45,418; Funding Source: LCFF Basic.
Provide students with the basic materials and curricula that they will need to learn.	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 basic textbooks: \$47,280; Funding Source: LCFF Basic. Purchase library books, trade books, and reference books: \$14,400; Funding Source: LCFF Basic; LCFF Concentration.

			<p>Purchase instructional materials for the classroom: \$16,000; Funding Source: LCFF Basic; LCFF Concentration and Supplemental.</p> <p>Purchase custodial supplies: \$2,000; 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	<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>	Meal service – lunch and breakfast: \$172,020; Funding Source: NSLP; CNP; LCFF Basic.
Purchase basic insurance for school and school activities.	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>	insurance: \$20,000; Funding Source: LCFF Basic.
Provide basic services to ensure operable building that is safe and clean.	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>	Facilities Rental: \$77,562; Funding Source: LCFF Basic.

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Purchase student information system: \$3,600; 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: \$1,200; 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: \$1,200; Funding Source: LCFF Basic.
Based on the needs survey, school will purchase ELA 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: expenses covered under reference materials above; Funding Source: LCFF Supplemental; LCFF Concentration; Note: Principal will purchase ELA materials based on

			survey results.
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 ad on edjoin: \$120; 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: _____	Raises to salary table: \$14,400; 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 <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Providing PD in common core: \$6,000; Funding Source; LCFF Concentration; LCFF Basic.

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: <u>Pupil achievement; Other pupil outcomes</u>
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Identified Need:	1) Students will make one year of progress on the CSTs. 2) Students will advance one level each year on the CELDT. 3) Students will reclassify within the 4-5 year time span. 4) The school's API score will meet the annual target. 5) Students will achieve 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>All</u>
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1) 80% of students to make one year of progress or more on the CAASP 2) 75% of students will advance one level on the CELDT 3) 22% of students will reclassify 4) School will meet annual API growth target 5) 70% 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: \$63,000; Funding Source: LCFF Basic. This is captured above under the special education contractor. We will also be hiring

			service providers for additional services as necessary, captured above.
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: \$32,439; Funding Source: LCFF concentration; 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: \$3,000; Funding Source: PCSGP; LCFF Basic. Purchase computers to increase technology to student ratio: \$20,000; Funding Source: PCSGP and Walton Grants. Purchase furniture, other equipment and supplies to support the increase in technology.: \$10,000; Funding

			<p>Source: PCSGP and Walton Grants.</p> <p>E-rate consultant fee: \$1,000; 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, ELD, intervention.</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</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>travel & conferences: \$10,000; Funding Source: PCSGP, Walton, LCFF Basic; Note: Provide travel and conference attendance funds for teachers and administration.</p> <p>Dues & Memberships: \$3,000; Funding Source: PCSGP, Walton Grants, LCFF Basic; Note: Provide funds for dues and memberships fees for membership in CCSA.</p>

			<p>Sub Pay: \$2,000; Funding Source: LCFF Basic; Note: Sub pay for teachers to attend workshops and trainings.</p> <p>PD consultant: \$5,864; Funding Source: PCSGP, Walton, Title II, LCFF Basic; Note: PD consultant to provide training in areas of common core and PLC.</p>
Student Field Trips	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: _____	<p>Buses for field trips: \$3,000; Funding Source: LCFF concentration and supplemental.</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.	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: _____	<p>Purchase of library books; referenced above under books and other reference materials; Funding Source: PCSGP, Walton, LCFF Basic.</p>
Purchase online computer adaptive	Charter-Wide	<input checked="" type="checkbox"/> All	purchase NWEA

benchmarking system.		----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____	benchmarking system: \$3,000; Funding Source: PCSGP.
Purchase common core aligned math materials for students.	Charter-Wide	<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____	Captured above under textbooks.
Hire teachers for program; reorganize curriculum; align instruction with the common core.	Charter-Wide	<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____	Hire 3 intervention teachers: \$57,202; Funding Source: Title I.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 1) 85% of students to make one year of progress or more on the CAASP 2) 75% of students will advance one level on the CELDT 3) 23% of students will reclassify 4) School will meet annual API growth target 5) 75% 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:	Hire resource specialist teacher: \$75,000; 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. This is captured above under special education contractors as well. We will also be hiring service providers for additional services as necessary, also captured above.
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: \$35,682; Funding Source: LCFF concentration; LCFF Basic.
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: \$3,300; Funding Source: LCFF Basic. Purchase computers to increase technology to student ratio: \$22,000; Funding Source: LCFF Basic; LCFF concentration and

			<p>supplemental.</p> <p>Purchase furniture, other equipment and supplies to support the increase in technology.: \$5,000; Funding Source: LCFF Basic; Walton.</p> <p>E-rate consultant fee: \$1,100; 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>travel & conferences: \$11,000; Funding Source: LCFF Basic; LCFF concentration; Walton. Note: Provide travel and conference attendance funds for teachers and administration.</p> <p>Dues &</p>

			<p>Memberships: \$3,300; Funding Source: LCFF Basic; Walton. Note: Provide funds for dues and memberships fees for membership in CCSA.</p> <p>Sub Pay: \$2,200; Funding Source: LCFF Basic; Note: Sub pay for teachers to attend workshops and trainings.</p> <p>PD consultant: \$5,000; Funding Source: Title II; Walton; LCFF Basic; Note: PD consultant to provide training in areas of common core and PLC.</p>
Student Field Trips	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: _____	<p>Buses for field trips: \$4,000; Funding Source: LCFF concentration and supplemental.</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.	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; referenced above under books and other reference materials; Funding Source: LCFF Basic, LCFF Concentration & Supplemental.
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 <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	purchase NWEA benchmarking system: \$3,300; Funding Source: LCFF Concentration and Supplemental.
Purchase common core aligned math materials for 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: _____	Captured above under textbooks.
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 3 intervention teachers: \$62,922; Funding Source: Title I.

LCAP Year 3: 2017-18

Expected Annual

Measurable Outcomes:			
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: <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 resource specialist teacher: \$80,000; Funding Source: LCFF Basic. This is captured above under special education contractor as well. We will also be hiring service providers for additional services as necessary, also captured above.
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: \$38,926; Funding Source: LCFF concentration; LCFF Basic.
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: \$3,600; Funding Source: LCFF Basic. Purchase

			<p>computers to increase technology to student ratio: \$10,000; Funding Source: LCFF Supplemental and Concentration.</p> <p>Purchase furniture, other equipment and supplies to support the increase in technology.: \$5,000; Funding Source: LCFF Basic.</p> <p>E-rate consultant fee: \$1,200; 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>travel & conferences: \$7,000; Funding Source: LCFF Basic; Note: Provide travel and conference</p>

			<p>attendance funds for teachers and administration.</p> <p>Dues & Memberships: \$3,000; Funding Source: LCFF Basic; Note: Provide funds for dues and memberships fees for membership in CCSA.</p> <p>Sub Pay: \$2,400; Funding Source: LCFF Basic; Note: Sub pay for teachers to attend workshops and trainings.</p> <p>PD consultant: \$5,000; Funding Source: Title II, LCFF Basic; Note: PD consultant to provide training in areas of common core and PLC.</p>
Student Field Trips	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>Buses for field trips: \$5,000; Funding Source: LCFF</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	concentration and supplemental.
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; referenced above under books and other reference materials; Funding Source: LCFF Basic, LCFF Concentration and Supplemental.
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 <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	purchase NWEA benchmarking system: \$3,600; Funding Source: LCFF Basic. LCFF Supplemental and Concentration.
Purchase common core aligned math materials for 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: _____	Captured above under textbooks.
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 3 intervention teachers: \$68,642; Funding Source: Title I.

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: <u>Parent involvement; Pupil engagement; School climate</u>
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Identified Need:	<ol style="list-style-type: none"> 1) Parents at GEA 2 will have significant input in the decision making process. GEA 2 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 2 will continue to promote their participation. 3) The current attendance rate as shown by the ADA is approximately 93% 4) Predicted student suspension rates currently average 1 incident per year
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Goal Applies to:	Schools: <u>Elementary</u> Applicable Pupil Subgroups: <u>All</u>
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) \geq 6 activities or events per year providing information to parents 2) 100% of parents contacted with information 3) 95% 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 will be contacted each semester and advised	Charter-Wide	<u>X</u> All ----- OR:	None necessary.

of their rights to participate in the decision making process.		<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: _____	
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: school fundraisers; LCFF Basic.
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: LCFF Basic; Note: provide certificates to students to foster positive behavior.
School wide activities to promote parent and student engagement	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: _____	purchasing miscellaneous items to support various school wide activities to promote engagement by parents and students: \$3,360; Funding Source: LCFF Basic.
Provide parent training in these areas: parent handbook; volunteer process; creative a home conducive to learning; parenting effectively; SST process and special education; the	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	None necessary.

<p>school program; school safety; community resources; computer/Internet safety; child abuse reporting; SAC committee and functions; field trip policy; etc.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	
<p>Provide parents with weekly newsletter detailing news items and school 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>None necessary.</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>None necessary.</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 <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>None necessary.</p>
<p>Institute Student Success Team process to deal with behavior issues before they become too serious.</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>None necessary.</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: _____	None necessary.
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1) \geq 6 activities or events per year providing information to parents 2) 100% of parents contacted with information 3) 95% 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: \$1,100; Funding Source: LCFF Basic.
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 <input type="checkbox"/> Other Subgroups: _____	None necessary.
School will initiate plan to reward good student attendance through monthly award system that includes both certificate and prize	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR:	provide certificates and incentives to students with good

awards.		<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: _____	attendance: \$550; Funding Source: school fundraisers; LCFF Basic.
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: \$550; Funding Source: LCFF Basic; Note: provide certificates to students to foster positive behavior.
School wide activities to promote parent and student engagement	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: _____	purchasing miscellaneous items to support various school wide activities to promote engagement by parents and students: \$3,696; Funding Source: LCFF Basic.
Provide parent training in these areas: parent handbook; volunteer process; creative 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.	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: _____	None necessary.
Provide parents with weekly newsletter detailing news items and school policy issues.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR:	None necessary.

		<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.	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: _____	None necessary.
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: _____	None necessary.
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: _____	None necessary.
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: _____	None necessary.

Expected Annual Measurable Outcomes:			
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: \$1,200; Funding Source: LCFF Basic.
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 <input type="checkbox"/> Other Subgroups: _____	None necessary.
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: \$600; Funding Source: school fundraisers; LCFF Basic.
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	certificates: \$600; Funding Source: LCFF Basic; Note: provide certificates to students to

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	foster positive behavior.
School wide activities to promote parent and student engagement	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: _____	purchasing miscellaneous items to support various school wide activities to promote engagement by parents and students: \$4,032; Funding Source: LCFF Basic.
Provide parent training in these areas: parent handbook; volunteer process; creative 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.	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: _____	None necessary.
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: _____	None necessary.
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	None necessary.

		<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 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: _____	None necessary.
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: _____	None necessary.
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: _____	None necessary.

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 <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: <u>Basic; Implementation of State Standards; Course access</u>	
Goal Applies to:		Schools: Elementary	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<ul 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:	<ul style="list-style-type: none"> 1) 100% of items on the list is in good repair/clean 2) 100% of students had access to Common Core aligned textbooks 3) 100% of teachers were fully credentialed and correctly assigned 4) 100% of teachers fully implemented the common core 5) 100% of students to had access to full curriculum described in the charter petition 	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Hire teachers and pay basic salary.		Hiring Teachers: \$240,000; Funding Source: LCFF Basic; LCFF Concentration; LCFF Supplemental; Title I.	Hired teachers and paid basic salary. Hiring outside consultants to provide special ed	

	Hiring outside consultants to provide special ed services to students: \$50,000; Funding Source: LCFF Basic.		services to students: \$45,000; Funding Source: Special Education funds.
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: _____	
Select teachers to perform adjunct duties such as testing coordinator, CELDT Coordinator, and CELDT testing administrator.	Paying Stipend: \$6,000; Funding Source: LCFF Basic; Note: Pay stipends to teachers performing adjunct duties.	Did not select teachers to perform adjunct duties such as testing coordinator, CELDT Coordinator, and CELDT testing administrator.	None.
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	Hiring a Principal:	Hiring an assistant principal to oversee the	Hiring an

school to ensure that basic services are offered.	\$102,284; Funding Source: LCFF Basic.	running of the school to ensure that basic services are offered.	assistant Principal: \$55,586; 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: _____	
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 custodial staff. Hiring Office Manager: \$37,698; Funding Source: LCFF Basic; Note: Office manager to oversee support staff. Hiring building manager: \$40,138; Funding	Organized support staff to help with clerical work and custodial work to ensure that basic services and safety are offered to all students.	\$0 for support staff. Hiring Office Manager: \$38,510; Funding Source: LCFF Basic; Note: Office manager to oversee support staff.

	Source: LCFF Basic; Note: Building manager to oversee general condition of building to ensure that safety requirements are met.		
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 students with the basic materials and curricula that they will need to learn.	Purchase basic textbooks: \$20,000; Funding Source: LCFF Basic. Purchase library books, trade books, and reference books: \$12,000; Funding Source: LCFF Basic. Purchase instructional materials for the classroom:	Provided students with the basic materials and curricula that they will need to learn.	Purchase basic textbooks: \$22,000; Funding Source: PCSGP. Purchase library books, trade books, and reference books: \$5,000; Funding Source: PCSGP, Walton, LCFF Basic. Purchase instructional materials for the classroom:

	\$10,000; Funding Source: LCFF Basic. Purchase custodial supplies: \$5,000; Funding Source: LCFF Basic.		\$11,000; Funding Source: PCSGP, Walton, LCFF Basic. Purchase custodial supplies: \$100; Funding Source: LCFF Basic.
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: _____	
Provide students with meal service for lunch and fresh fruit and vegetable snacks to provide basic nutrition for students at school.	Meal service – lunch and breakfast: \$64,410; Funding Source: NSLP; CNP;	Provide students with meal service for lunch and fresh fruit and vegetable snacks to provide basic nutrition for students at school.	Meal service – lunch and breakfast: \$50,000; Funding Source: NSLP; CNP; LCFF Basic.
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: _____	
Purchase basic insurance for school and school activities.	insurance: \$8,000; Funding	Purchased basic insurance for school and school activities.	insurance: \$2,200; Funding

		Source: LCFF Basic.			Source: LCFF Basic.
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 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: \$12,000; Funding Source: LCFF Basic. Janitorial, gardening services & supplies: \$2,000; Funding Source: LCFF Basic. Utilities - waste: \$3,500; Funding Source: LCFF	Provided basic services to ensure operable building that is safe and clean.		Most planned expenditures became \$0 because it is covered under Prop. 39 lease agreement. Housekeeping & Operations: \$0; Funding Source: LCFF Basic; Note: Purchase of materials and supplies. Utilities - Gas & Electric: \$0; Funding Source: LCFF Basic. Janitorial, gardening services & supplies: \$0;	

Basic.

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

Repairs and
Maintenance
Building: \$2,000;
Funding Source:
LCFF Basic.

Repairs and
Maintenance -
other equipment:
\$5,000; Funding
Source: LCFF
Basic.

Facilities Rental:
\$42,000; Funding
Source: LCFF
Basic.

Copier Rental:
\$4,800; Funding
Source: LCFF
Basic.

Purchase student
information
system: \$2,000;
Funding Source:
LCFF Basic; Note:
School will use

Funding Source:
LCFF Basic.

Utilities - waste:
\$0; Funding
Source: LCFF
Basic.

Utilities - water:
\$0; Funding
Source: LCFF
Basic.

Repairs and
Maintenance
Building: \$0;
Funding Source:
LCFF Basic.

Repairs and
Maintenance -
other equipment:
\$0; Funding
Source: LCFF
Basic.

Facilities Rental:
\$41,162; Funding
Source: LCFF
Basic.

Copier Rental:
\$13,505 (for
purchase instead
of lease); Funding
Source: LCFF

	PowerSchool.		Basic. Purchase student information system: \$897; Funding Source: PCSGP; Note: School will use PowerSchool.
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: _____	
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 LAUSD to ensure basic safety when students are accessing the Internet	Did not need to purchase Open DNS: \$0; 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: _____	
Provide oversight to accounting procedures to provide basic financial stability to organization	Hire accounting firm to perform audits: \$5,000; Funding Source:	Provided oversight to accounting procedures to provide basic financial stability to organization	Hired accounting firm to perform audits: \$1,000; Funding Source:

	LCFF Basic.		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.	None.	Principal will conducted needs survey among teachers to determine what materials are needed to enhance ELA instruction for English Learners.	Captured in reference materials above.
Scope of Service:	Charter-Wide	Scope of Service:	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: _____		<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: _____	
Based on the needs survey, school will purchase ELA 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 will purchased ELA materials for use with English learners. This was captured above under textbooks and reference materials.	Captured above.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" 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>	
School will purchase standards based mathematics materials.	purchase of standards based mathematics materials: \$18,000; Funding Source: LCFF Supplemental; LCFF Concentration.	School will purchased standards based mathematics materials as captured above under textbooks and reference materials.	Captured above.
Scope of Service: Charter-Wide		Scope of Service: 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 <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>	
Place adds on Edjoin for positions at the school.	Placing add on edjoin: \$100; Funding Source: LCFF Supplemental; LCFF Concentration.	Placed adds on Edjoin for positions at the school.	Placing add on edjoin: \$0; Funding Source: LCFF Supplemental; LCFF Concentration.
Scope of Service: Charter-Wide		Scope of Service: Charter-Wide	
<p><input type="checkbox"/> All</p> <p>-----</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p>	

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: _____		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: _____	
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.	Unfreeze step and column on the salary table to maintain competitiveness in hiring and keeping NCLB compliant teachers.	unfreezing salary table: \$6,272; Funding Source: LCFF Supplemental; LCFF Concentration; LCFF Basic.
Scope of Service: Charter-Wide		Scope of Service: 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: _____		<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 in the area of the common core standards	Providing PD in common core: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration.	Provided teachers with PD in the area of the common core standards	Providing PD in common core: \$1,785; Funding Source: PCSGP.
Scope of Service: Charter-Wide		Scope of Service: 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 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	

__Other Subgroups: _____

__Other Subgroups: _____

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

Original GOAL from prior year LCAP:	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: <u>Pupil achievement; Other pupil outcomes</u>	
Goal Applies to:		Schools: Elementary		
		Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) Baseline data to be collected this first year of testing on the CAASP beginning 2015-16 when 3rd graders will be enrolled in school 2) 75% of students will advance one level on the CELDT beginning 2015-16 3) 20% of students will reclassify beginning 2015-16 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 to be collected this first year of testing on the CAASP beginning 2015-16 when 3rd graders will be enrolled in school 2) 75% of students will advance one level on the CELDT beginning 2015-16 3) 20% of students will reclassify beginning 2015-16 4) School will meet annual API growth target 5) This will be collected at the end of the school year. 	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Will provide special education services to students with learning disabilities.	Hire resource specialist teacher: \$58,827; Funding Source: LCFF Basic.	Provided special education services to students with learning disabilities.	RSP teacher: \$0 because included under consultants above.	
Scope of Service:		Charter-Wide	Scope of Service: Charter-Wide	
<u>X</u> All			<u>X</u> All	

<p>-----</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>-----</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>	
Organize and operate an after-school program	<p>Hire After School Staff: \$91,925; Funding Source: ASES.</p> <p>Hiring after school program coordinator: \$24,723; Funding Source: ASES.</p>	Organized and operated an after-school program	\$0. Captured under intervention program.
Scope of Service:		Charter-Wide	
<p><input checked="" type="checkbox"/> All</p> <p>-----</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>-----</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>	
Organize computer lab, loan computers, and software to increase technology to student ratio.	<p>Purchase software for computers: \$5,500; Funding Source: LCFF Basic.</p> <p>Purchase computers to increase technology to student ratio:</p>	Organized computer lab, loan computers, and software to increase technology to student ratio.	<p>Purchase software for computers: \$0; Funding Source: LCFF Basic.</p> <p>Purchase computers to increase technology to student ratio:</p>

	<p>\$25,000; 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 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>\$802; Funding Source: LCFF Basic. Through our fair share use agreement with LAUSD received 20 laptops.</p> <p>Purchase furniture, other equipment and supplies to support the increase in technology.: \$1,900; Funding Source: PCSGP, Walton.</p> <p>Robotics Class: \$0; Funding Source: Did not organize.</p> <p>E-rate consultant fee: \$0; Funding Source: LCFF Basic; Note: Consultant fee for help in putting together the tech plan for submission to the CDE.</p>
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

X All

OR:

Low Income pupils English Learners Foster Youth
 Redesignated fluent English proficient
 Other Subgroups: _____

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

Professional Development basic supplies: \$3,000; Funding Source: LCFF Basic; Note: Basic supplies to include such things as markers, chart paper, and instructional materials for presenters.

travel & conferences: \$3,500; Funding Source: LCFF Basic; Note: Provide travel and conference attendance funds for teachers and administration.

Dues & Memberships: \$500; Funding Source: LCFF

X All

OR:

Low Income pupils English Learners Foster Youth
 Redesignated fluent English proficient
 Other Subgroups: _____

Provided professional development to teachers in the areas of language development, common core, professional learning communities, ELD

Provided teacher salary for orientation: \$6,261; Funding source: PCSGP

travel & conferences: \$696; Funding Source: PCSGP, LCFF Basic; Note: Provide travel and conference attendance funds for teachers and administration.

Dues & Memberships: \$370; Funding Source: PCSGP, Walton; Note: Provide funds for dues and memberships fees for membership in CCSA.

Sub Pay: \$500;

	<p>Basic; Note: Provide funds for dues and memberships fees for membership in CCSA.</p> <p>Sub Pay: \$8,100; Funding Source: LCFF Basic; Note: Sub pay for teachers to attend workshops and trainings.</p> <p>PD consultant: \$4,500; Funding Source: LCFF Basic; Note: PD consultant to provide training in areas of common core and PLC.</p> <p>Principal coaching: \$8,000; Funding Source: LCFF Basic; Note: Provide coaching to principal on special education, developing professional learning community, etc.</p>		<p>Funding Source: LCFF Basic; Note: Sub pay for teachers to attend workshops and trainings.</p> <p>PD consultant: \$0; Funding Source: LCFF Basic; Note: PD consultant to provide training in areas of common core and PLC. Captured elsewhere in budget.</p> <p>Assistant Principal coaching: \$0; Funding Source: LCFF Basic; Note: Provide coaching to principal on special education, developing professional learning community, etc. Captured elsewhere in budget.</p>
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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: _____		
Student Field Trips	Buses for field trips: \$2,500; Funding Source: LCFF Basic.		Provided Student Field Trips	Buses for field trips: \$800; Funding Source: LCFF Basic.	
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 professional development to teachers working with these subgroups in the areas of differentiated instruction, intervention strategies, and adaptive curriculum.	Providing intervention PD: \$1,000; Funding Source: LCFF Supplemental; LCFF Concentration; Note: Provide intervention teachers with PD in the area of differentiated instruction and working the		Captured under orientation above.	Captured under orientation above.	

	students are English learners, foster youth, and socio-economically disadvantaged.		
Scope of Service:	Charter-Wide	Scope of Service:	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: _____		<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.	Captured under orientation above.	Captured under orientation above.
Scope of Service:	Charter-Wide	Scope of Service:	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: _____		<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 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	Purchased 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: \$4,338; Funding Source: Walton.

	Supplemental; LCFF Concentration.		
Scope of Service:	Charter-Wide	Scope of Service:	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: _____		<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 computer adaptive benchmarking system.	purchase NWEA benchmarking system: \$4,140; Funding Source: LCFF Supplemental; LCFF Concentration.	Purchased online computer adaptive benchmarking system.	purchase NWEA benchmarking system: \$935; Funding Source: Walton.
Scope of Service:	Charter-Wide	Scope of Service:	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: _____		<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 common core aligned math materials for students.		Captured above under textbooks.	Captured above under textbooks.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input type="checkbox"/> All -----		<input checked="" type="checkbox"/> 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: _____

Hire teachers for program; reorganize curriculum; align instruction with the common core.

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

Provide office supplies and other items to store educational materials, track

Hired teachers for program; reorganize curriculum; align instruction with the common core.

Hire three intervention teachers:
 \$34,547; Funding Source: title I (\$15,666); LCFF Supplemental and LCFF Concentration (\$18,881).

Provide PD to intervention teachers: \$0; Funding Source: LCFF Supplemental; LCFF Concentration.

Provide teachers with materials: \$500; Funding Source: LCFF Basic.

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>student progress, etc.: \$0; Funding Source: LCFF Supplemental; LCFF Concentration.</p> <p>Purchase chrome books to facilitate differentiated instruction: \$0; Funding Source: LCFF Supplemental; LCFF Concentration.</p> <p>Provide subs for teachers to lessen impact on intervention teachers: \$0; Funding Source: LCFF Supplemental; LCFF Concentration.</p>
Scope of Service:	Charter-Wide	Scope of Service:	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 <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>		

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.	Provide common core PD to teachers: \$0; Funding Source: LCFF Supplemental; LCFF Concentration. Captured under "orientation" above.
Scope of Service:	Charter-Wide	Scope of Service:	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: _____	<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?			

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: <u>Parent involvement; Pupil engagement; School climate</u>
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Goal Applies to:	Schools: Elementary	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	1) \geq 6 activities or events per year providing information to parents 2) 100% of parents contacted with information 3) 93% ADA 4) 1 suspension per year or less	Actual Annual Measurable Outcomes:	1) \geq 6 activities or events per year provided information to parents 2) 100% of parents contacted with information 3) 89.38% ADA 4) 0 suspensions
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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: \$0; Funding Source: LCFF Basic; Title II.
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: _____	
Parents representing unduplicated pupil groups	Provide training	Parents representing unduplicated pupil groups	Provide training

and individuals with exceptional needs will be contacted each semester and advised of their rights to participate in the decision making process.	for parents of students with special needs: \$1,000; Funding Source: LCFF Basic.	and individuals with exceptional needs were contacted each semester and advised of their rights to participate in the decision making process.	for parents of students with special needs: \$0; 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: _____	
School will initiate plan toward 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; LCFF Basic.	School initiated 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: \$0; Funding Source: school fundraisers; 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: _____	
School will implement a positive behavior support plan to minimize the number of suspensions.	certificates: \$500; Funding Source: LCFF	School implemented a positive behavior support plan to minimize the number of suspensions.	certificates: \$0; Funding Source: LCFF Basic;

	Basic; Note: provide certificates to students to foster positive behavior.		Note: provide certificates to students 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 wide activities to promote parent and student engagement	purchasing miscellaneous items to support various school wide activities to promote engagement by parents and students: \$2,800; Funding Source: LCFF Basic.	School wide activities promoted parent and student engagement	purchasing miscellaneous items to support various school wide activities to promote engagement by parents and students: \$1,000; Funding Source: LCFF Basic.
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: _____	
Provide parent training in these areas: parent	parent training:	Provided parent training in these areas: parent	parent training:

handbook; volunteer process; creative 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.	\$5,000; Funding Source: LCFF Basic; Title II.	handbook; volunteer process; creative 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.	\$0; Funding Source: LCFF Basic; Title II.
Scope of Service:	Charter-Wide	Scope of Service:	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: _____		<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.	\$ 0	Provided parents with weekly newsletter detailing news items and school policy issues.	\$ 0
Scope of Service:	Charter-Wide	Scope of Service:	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: _____		<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.	\$ 0	Hosted parents once a month with light refreshments in a dialogue to answer questions about school functioning and policy issues.	\$ 0
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input type="checkbox"/> All ----- OR:		<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 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 Other Subgroups: _____	
Institute Character Counts! to promote a safe and positive school culture. Purchase materials to support the program.	\$ 0	Instituted Character Counts! to promote a safe and positive school culture. Purchase materials to support the program.	\$ 0
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
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 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 Other Subgroups: _____	
Institute Student Success Team process to deal with behavior issues before they become too serious.	\$ 0	Instituted Student Success Team process to deal with behavior issues before they become too serious.	\$ 0
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
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 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 Other Subgroups: _____	
Provide teachers with PD on the development of a positive school culture.	\$ 0	Provided teachers with PD on the development of a positive school culture. Included under PD above for two week orientation.	\$ 0
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
All ----- OR:		<input checked="" type="checkbox"/> All ----- OR:	

Low Income pupils English Learners Foster Youth
 Redesignated fluent English proficient
 Other Subgroups: _____

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?

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:	\$141,572
<p>Per California's Fiscal Crisis & Management Assistance Team's (FCMAT) 2015-2016 LCFF calculator, Global Education Academy 2's estimated Supplemental & Concentration Grant Funding for the 2015-16 school year will be \$141,572. GEA 2 will be using these funds in a schoolwide manner. GEA 2 believes it is justified to use in a schoolwide manner because its unduplicated count for the 2014-15 school year was 34 students out of a total enrollment of 35, equating to 97% of GEA 2's total population. This percentage is expected to be similar in the 2015-16 school year.</p> <p>GEA 2 will offer a variety of programs and supports that are aligned with the LCAP goals. These include: RtI Intervention Program teachers, an after school program, recruitment and retention of teachers of color, and other supplies for RtI, and professional development for staff. 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.</p> <p>GEA 2 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 2 cannot ignore. By providing the services identified without limitations, GEA 2 will serve all students, especially focus students. The full list of expenditures is aligned with the goals of the GEA 2 Local Control and Accountability Plan and addresses the needs of our GEA 2's English learners, low Income students and foster youth.</p>	

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.

15.95	%	
Based on California’s Fiscal Crisis & Management Assistance Team’s (FCMAT) LCFF calculator, Global Education Academy 2’s services for Low-income students and English Learners are estimated to increase by 15.95%, the Minimum Proportionality Percentage (MPP) for the 2015-16 school year. GEA 2 will meet its MPP for 2015-16 by providing the following services for Low Income, English Learners, and foster youth: : RtI Intervention Program teachers, an after school program, recruitment and retention of teachers of color, and other supplies for RtI, and professional development for staff. By providing the services identified without limitations, GEA 2 will best serve all students, especially targeted students with increased or improved services at a minimum of 15.95% above all students.		

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060- 52077, and 64001, Education Code; 20 U.S.C. Section 6312.