Local Control and Accountability Plan

Los Angeles Unified

Global Education Academy

July 1, 2014 - June 30, 2017

edit in progress

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

Introduction:

LEA: Los Angeles Unified   Contact (Name, Title, Email, Phone Number): Craig Merrill, Principal, cmerrill@geaschool.com, (323) 232-9588   LCAP Year: 2014

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense

of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Stakeholders including parents, parents of foster youth, parents of English learners, community members, and teachers have been engaged in developing reviewing, and supporting the implementation of the LCAP. All parents at GEA were informed of the LCAP process through newsletters, special announcements, and parent trainings.	As a result of meeting with parents, explaining what the LCFF is and our obligations to create an LCAP that reflects parent input, parents were able to make valuable contributions to the dialogs that brought about changes to the LCAP and the overall budget. At a

The first meeting regarding the LCAP was held April 3, 2014. At this meeting, parents of the school advisory committee were presented with the charter school accountability report card, goals and actions related to such. Parents commented on the goals and actions and made suggestions for expenditures related to actions that support said goals. A parent meeting was held on April 8 to present findings from the School Advisory Council meeting to the general school population of parents. Parents were invited to provide feedback on defining the needs of the school, establishing goals to meet the needs, and aligning actions to support achievement of the goals. Parents also had input on the budget to ensure alignment with the actions and goals.

Smaller meetings of focused parent groups including parents of EL students and parents of foster youth were held subsequent to the first general meeting. In particular, a DELAC meeting was held on June 17 at which time parents were asked to budget monies for EL students. Teachers were also informed of development of the LCAP at a meeting on April 2. Teachers were provided input regarding the establishment of goals, actions to achieve the goals, and alignment with the budget.

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

All stakeholders received information from the school accountability report card. The report card included data related to teacher qualifications, student achievement and school climate. The report included both qualitative and quantitative data.

parent tea meeting on March 4, 2014, parents provided a list of eleven items they wanted reflected in the budget. When told that the budget could not support all of their suggestions, they prioritized the list into four different levels. Priority one funding allocations are to be made for ELA materials and a librarian for read-alouds; priority two funding for a nurse and/or training for the front office, and raise for teachers; priority 3 funding for science materials, and books for Spanish and Korean language programs; priority four funding for an extra intervention teacher, summer school program, parking for teachers, technology, and after school tutors.

Of the priority one expenditures, it was explained to parents in subsequent meetings that instead of hiring a librarian, the teachers could be instructed to make better use of the library, acting as librarians for their own students. That left ELA materials. ELA materials were built into the budget for next year. Of the priority two expenditures, GEA promised to provide training to the front office staff in first aid and included that in the budget. Additionally, GEA is working with the board and the teachers' bargaining unit to finalize a raise for teachers. As for priority three expenditures, books and materials for Spanish and Korean language materials were included in the budget as was a budget for the science materials. Regarding priority four expenditures, the only one that could feasibly included in the budget was technology using funding from the state for the common core implementation.

A similar meeting was held on April 3, 2014 with the School Advisory Council at which time four funding preferences were expressed: teacher pay, increase in technology, curriculum development time, and curriculum for the Korean and Spanish programs. All of these have been built into the preliminary budget

	awaiting approval by the board.
	At the DELAC meeting held on June 17, parents indicated that their first priority was for books and intervention teachers. This has been incorporated into the LCAP in that more money has been allocated for books that are aligned with the common core. Furthermore, intervention teachers have been funded for years one through three of the LCAP.
	In this way parents have been included in the budget development process and their views reflected throughout the budget development process.

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement"(e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or

local priority and/or to review progress toward goals in the annual update?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on idenfitied metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
1) While the overall condition of the school is good, an insurance company inspection of the school noted several items in need of repair. These items will need to be checked on a regular basis to ensure that the school is operating at its maximum potential providing a safe and clean	Important conditions of learning will be met for all students.	Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth	Elementary		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	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	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	Basic; Implementation of State Standards; Course access

environment. 2) Stakeholders, specifically teachers, identified a lack of standards based materials in the area of mathematics. Current texts are not aligned with the Common Core State Standards. 3) Currently there are no misassignments at GEA. All teachers are highly qualified as measured by NCLB. From this point forward, all teachers will continue to be correctly assigned and will have full credentials. 4) Stakeholders (teachers) have indicated that					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	the common core 5) 100% of students to have access to full curriculum described in the charter petition	the common core 5) 100% of students to have access to full curriculum described in the charter petition

they are not all implementing the common core at this time.
5) Teacher focus groups indicate that
student access to the visual and performing arts in the upper grades is less frequent than that at the lower grades.

1) Daily cleanliness spot checks are to be conducted. The percentage of items on the Site Inspection List will be noted.
2) The percentage of students who have access to standards aligned math textbooks.
3) Percentage of teachers correctly assigned and with full credentials.

4) Formal and informal observations of instruction to reveal percentage of lessons based on the common core 5) Teacher survey and information gained from focus group interviews will indicate that 100% of student have full access to the curriculum and courses as described in the charter petition.							
1) Not all students have made one year of progress on the CSTs. Significant numbers of students drop a level or more each year on these standardized tests	Students will progress academically each year.	Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth	Elementary		1) Baseline data to be collected this first year of testing on the CAASP. 2) 75% of students will advance one level on	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	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	Pupil achievement; Other pupil outcomes

2) Fewer than 75% of students advance one level each year on the CELDT. 3) Some students are not reclassifying within the 4-5 year time span. 4) The API score has stagnated in the mid 800's for the past two years. 5) Not all students are achieving a 3 or 4 in report card markings for all subjects by the end of the year. 1) Percentage of students who make one year of progress or more on the CAASP. 2) Percentage of students who advance one level each year on the				the CELDT 3) 20% of students will reclassify 4) School will meet annual API growth target 5) 65% of students will score a 3 or a 4 on the final report card in all subject areas	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	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

CELDT. 3) Percentage of students who reclassify each year. 4) School will meet annual API target 5) Student scores in report card markings for all subjects at the end of the year.								
1) Parents at GEA have significant input in the decision making process. GEA will continue to provide parents with opportunities to be involved in the decision making process. 2) Parents representing unduplicated pupil groups and individuals with exceptional needs have been historically	Students and parents will be successfully engaged in a school climate that is welcoming.	All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth			1) ≥ 6 activities or events per year providing information to parents 2) 100% of parents contacted with information 3) 96.3% ADA 4) 1 suspension per year or less	1) ≥ 6 activities or events per year providing information to parents 2) 100% of parents contacted with information 3) 96.6% ADA 4) 1 suspension per year or less	1) ≥ 6 activities or events per year providing information to parents 2) 100% of parents contacted with information 3) 97% ADA 4) 1 suspension per year or less	Parent involvement; Pupil engagement; School climate

underrepresented in the decision making process. GEA will continue to promote their participation.

3) The current attendance rate as shown by the ADA is approximately 96%

4) Student suspension rates currently average 1 incident per year

1) the number of times per year that parents are able to participate in the decision process to provide input through committees and/or informal meetings convened to discuss school

issues. 2) Number of times 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. 3) Attendance rates 4) Number of suspension incidents								

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52064 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal	Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u>; each goal may be linked to more than one priority if appropriate.)	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Important conditions of learning will be met for all students.	Basic; Implementation of State Standards; Course access	Hire teachers and pay basic salary.	Charter-Wide		Hiring Teachers: $692,926 Funding Source: LCFF Basic; LCFF Concentration; LCFF Supplemental; Title I	Hiring Teachers: $731,729 Funding Source: LCFF Basic; LCFF Concentration; LCFF Supplemental; Title I	Hiring Teachers: $772,706 Funding Source: LCFF Basic; LCFF Concentration; LCFF Supplemental; Title I
					Hiring outside consultants to provide special ed services to students: $75,000 Funding Source: LCFF Basic	Hiring outside consultants to provide special ed services to students: $81,000 Funding Source: LCFF Basic	Hiring outside consultants to provide special ed services to students: $87,480 Funding Source: LCFF Basic
Important conditions of	Basic; Implementation of	Select teachers to perform adjunct	Charter-Wide		Paying Stipend: $6,000	Paying Stipend: $7,000	Paying Stipend: $8,000

learning will be met for all students.	State Standards; Course access	duties such as testing coordinator, CELDT Coordinator, and CELDT testing administrator				Funding Source: LCFF Basic Note: Pay stipends to teachers performing adjunct duties.	Funding Source: LCFF Basic Note: Pay stipends to teachers performing adjunct duties.	Funding Source: LCFF Basic Note: Pay stipends to teachers performing adjunct duties.
Important conditions of learning will be met for all students.	Basic; Implementation of State Standards; Course access	Hiring a principal to oversee the running of the school to ensure that basic services are offered	Charter-Wide			Hiring a Principal: $102,284 Funding Source: LCFF Basic	Hiring a Principal: $108,011 Funding Source: LCFF Basic	Hiring a Principal: $114,060 Funding Source: LCFF Basic
Important conditions of learning will be met for all students.	Basic; Implementation of State Standards; Course access	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			Hiring support staff: $60,211 Funding Source: LCFF Basic Note: Support staff will include front office secretary, yard supervisors, and custodial staff.	Hiring support staff: $62,017 Funding Source: LCFF Basic Note: Support staff will include front office secretary, yard supervisors, and custodial staff.	Hiring support staff: $63,878 Funding Source: LCFF Basic Note: Support staff will include front office secretary, yard supervisors, and custodial staff.
						Hiring Office Manager: $37,698 Funding Source: LCFF Basic Note: Office manager to oversee support staff	Hiring Office Manager: $39,206 Funding Source: LCFF Basic Note: Office manager to oversee support staff	Hiring Office Manager: $40,774 Funding Source: LCFF Basic Note: Office manager to oversee support staff
						Hiring building manager: $40,138 Funding Source: LCFF Basic	Hiring building manager: $41,743 Funding Source: LCFF Basic	Hiring building manager: $43,413 Funding Source: LCFF Basic

					Note: Building manager to oversee general condition of building to ensure that safety requirements are met.	Note: Building manager to oversee general condition of building to ensure that safety requirements are met.	Note: Building manager to oversee general condition of building to ensure that safety requirements are met.
Important conditions of learning will be met for all students.	Basic; Implementation of State Standards; Course access	Provide students with the basic materials and curricula that they will need to learn.	Charter-Wide		Purchase basic textbooks: $41,000 Funding Source: LCFF Basic	Purchase basic textbooks: $41,615 Funding Source: LCFF Basic	Purchase basic textbooks: $42,239 Funding Source: LCFF Basic
					Purchase library books, trade books, and reference books: $18,000 Funding Source: LCFF Basic	Purchase library books, trade books, and reference books: $18,270 Funding Source: LCFF Basic	Purchase library books, trade books, and reference books: $18,544 Funding Source: LCFF Basic
					Purchase instructional materials for the classroom: $16,000 Funding Source: LCFF Basic	Purchase instructional materials for the classroom: $16,240 Funding Source: LCFF Basic	Purchase instructional materials for the classroom: $16,484 Funding Source: LCFF Basic
					Purchase custodial supplies: $10,000 Funding Source: LCFF Basic	Purchase custodial supplies: $10,150 Funding Source: LCFF Basic	Purchase custodial supplies: $10,302 Funding Source: LCFF Basic
Important conditions of learning will be	Basic; Implementation of State Standards;	Provide students with meal service for lunch and fresh	Charter-Wide		Meal service - lunch: $174,960 Funding Source:	Meal service - lunch: $180,209 Funding Source:	Meal service - lunch: $185,615 Funding Source:

					Year 1	Year 2	Year 3
met for all students.	Course access	fruit and vegetable snacks to provide basic nutrition for students at school.			NSLP; CNP	NSLP; CNP	NSLP; CNP
					Snack - fresh fruits and vegetables: $12,016 Funding Source: FFVP	Snack - fresh fruits and vegetables: $12,376 Funding Source: FFVP	Snack - fresh fruits and vegetables: $12,747 Funding Source: FFVP
Important conditions of learning will be met for all students.	Basic; Implementation of State Standards; Course access	Purchase basic insurance for school and school activities.	Charter-Wide		insurance: $16,715 Funding Source: LCFF Basic	insurance: $17,550 Funding Source: LCFF Basic	insurance: $18,428 Funding Source: LCFF Basic
Important conditions of learning will be met for all students.	Basic; Implementation of State Standards; Course access	Provide basic services to ensure operable building that is safe and clean.	Charter-Wide		Housekeeping & Operations: $2,000 Funding Source: LCFF Basic Note: Purchase of materials and supplies	Housekeeping & Operations: $2,000 Funding Source: LCFF Basic Note: Purchase of materials and supplies	Housekeeping & Operations: $2,000 Funding Source: LCFF Basic Note: Purchase of materials and supplies
					Utilities - Gas & Electric: $17,500 Funding Source: LCFF Basic	Utilities - Gas & Electric: $17,937 Funding Source: LCFF Basic	Utilities - Gas & Electric: $18,394 Funding Source: LCFF Basic
					Janitorial, gardening services & supplies: $6,700 Funding Source: LCFF Basic	Janitorial, gardening services & supplies: $6,800 Funding Source: LCFF Basic	Janitorial, gardening services & supplies: $6,902 Funding Source: LCFF Basic
					Utilities - waste: $3,500 Funding Source: LCFF Basic	Utilities - waste: $3,587 Funding Source: LCFF Basic	Utilities - waste: $3,677 Funding Source: LCFF Basic

						Utilities - water: $5,000 Funding Source: LCFF Basic	Utilities - water: $5,125 Funding Source: LCFF Basic	Utilities - water: $5,253 Funding Source: LCFF Basic
						Repairs and Maintenance Building: $13,000 Funding Source: LCFF Basic	Repairs and Maintenance Building: $14,000 Funding Source: LCFF Basic	Repairs and Maintenance Building: $15,000 Funding Source: LCFF Basic
						Repairs and Maintenance - other equipment: $1,000 Funding Source: LCFF Basic	Repairs and Maintenance - other equipment: $1,000 Funding Source: LCFF Basic	Repairs and Maintenance - other equipment: $1,000 Funding Source: LCFF Basic
						Facilities Rental: $199,560 Funding Source: LCFF Basic	Facilities Rental: $199,560 Funding Source: LCFF Basic	Facilities Rental: $199,560 Funding Source: LCFF Basic
						Copier Rental: $6,240 Funding Source: LCFF Basic	Copier Rental: $6,240 Funding Source: LCFF Basic	Copier Rental: $6,240 Funding Source: LCFF Basic
						Purchase student information system: $2,900 Funding Source: LCFF Basic Note: School will use PowerSchool	Purchase student information system: $2,900 Funding Source: LCFF Basic Note: School will use PowerSchool	Purchase student information system: $2,900 Funding Source: LCFF Basic Note: School will use PowerSchool
Important conditions of learning will be met for all	Basic; Implementation of State Standards; Course access	Connect computers to Internet through open DNS to	Charter-Wide			Purchase Open DNS: $2,000 Funding Source: LCFF Basic	Purchase Open DNS: $2,000 Funding Source: LCFF Basic	Purchase Open DNS: $2,000 Funding Source: LCFF Basic

students.		ensure basic safety when students are accessing the Internet					

Important conditions of learning will be met for all students.	Basic; Implementation of State Standards; Course access	Provide oversight to accounting procedures to provide basic financial stability to organization	Charter-Wide		Hire accounting firm to perform audits: $6,000
					  Funding Source: LCFF Basic
						Hire accounting firm to perform audits: $6,000
						  Funding Source: LCFF Basic
							Hire accounting firm to perform audits: $6,000
							  Funding Source: LCFF Basic

Students will progress academically each year.	Pupil achievement; Other pupil outcomes	Will provide special education services to students with learning disabilities.	Charter-Wide		Hire resource specialist teacher: $58,827
					  Funding Source: LCFF Basic
						Hire resource specialist teacher: $62,121
						  Funding Source: LCFF Basic
							Hire resource specialist teacher: $65,600
							  Funding Source: LCFF Basic

Students will progress academically each year.	Pupil achievement; Other pupil outcomes	Organize and operate an after-school program	Charter-Wide		Hire After School Staff: $91,925
					  Funding Source: ASES
					
					Hiring after school program coordinator: $24,723
					  Funding Source: ASES
						Hire After School Staff: $93,764
						  Funding Source: ASES
						
						Hiring after school program coordinator: $24,723
						  Funding Source: ASES
							Hire After School Staff: $95,638
							  Funding Source: ASES
							
							Hiring after school program coordinator: $24,723
							  Funding Source: ASES

Students will progress academically each year.	Pupil achievement; Other pupil outcomes	Organize computer lab, loan computers, and software to increase technology to student ratio.	Charter-Wide		Purchase software for computers: $5,500
					  Funding Source: LCFF Basic
					
					Purchase computers to increase technology to
						Purchase software for computers: $6,000
						  Funding Source: LCFF Basic
						
						Purchase computers to increase technology to
							Purchase software for computers: $7,000
							  Funding Source: LCFF Basic
							
							Purchase computers to increase technology to

					student ratio: $18,500 Funding Source: LCFF Basic	student ratio: $10,500 Funding Source: LCFF Basic	student ratio: $10,500 Funding Source: LCFF Basic
					Purchase furniture, other equipment and supplies to support the increase in technology.: $1,500 Funding Source: LCFF Basic	Purchase furniture, other equipment and supplies to support the increase in technology.: $1,500 Funding Source: LCFF Basic	Purchase furniture, other equipment and supplies to support the increase in technology.: $1,500 Funding Source: LCFF Basic
					Robotics Class: $2,000 Funding Source: ASES Note: Provide students with robotics class using computers in lab	Robotics Class: $2,000 Funding Source: ASES Note: Provide students with robotics class using computers in lab	Robotics Class: $2,000 Funding Source: ASES Note: Provide students with robotics class using computers in lab
					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	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	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
Students will progress academically	Pupil achievement; Other pupil outcomes	Provide professional development to	Charter-Wide		Professional Development basic supplies:	Professional Development basic supplies:	Professional Development basic supplies:

each year.		teachers in the areas of language development, common core, professional learning communities.				$1,000 Funding Source: LCFF Basic Note: Basic supplies to include such things as markers, chart paper, and instructional materials for presenters.	$1,000 Funding Source: LCFF Basic Note: Basic supplies to include such things as markers, chart paper, and instructional materials for presenters.	$1,000 Funding Source: LCFF Basic Note: Basic supplies to include such things as markers, chart paper, and instructional materials for presenters.
						travel & conferences: $9,150 Funding Source: LCFF Basic Note: Provide travel and conference attendance funds for teachers and administration.	travel & conferences: $9,150 Funding Source: LCFF Basic Note: Provide travel and conference attendance funds for teachers and administration.	travel & conferences: $9,150 Funding Source: LCFF Basic Note: Provide travel and conference attendance funds for teachers and administration.
						Dues & Memberships: $3,000 Funding Source: LCFF Basic Note: Provide funds for dues and memberships fees for membership in CCSA.	Dues & Memberships: $3,000 Funding Source: LCFF Basic Note: Provide funds for dues and memberships fees for membership in CCSA.	Dues & Memberships: $3,000 Funding Source: LCFF Basic Note: Provide funds for dues and memberships fees for membership in CCSA.
						sub pay: $19,500 Funding Source:	sub pay: $19,500 Funding Source:	sub pay: $19,500 Funding Source:

Students will progress academically each year.	Pupil achievement; Other pupil outcomes				LCFF Basic Note: Sub pay for teachers to attend workshops and trainings.	LCFF Basic Note: Sub pay for teachers to attend workshops and trainings.	LCFF Basic Note: Sub pay for teachers to attend workshops and trainings.
					PD consultant: $2,000 Funding Source: LCFF Basic Note: PD consultant to provide training in areas of common core and PLC	PD consultant: $2,000 Funding Source: LCFF Basic Note: PD consultant to provide training in areas of common core and PLC	PD consultant: $2,000 Funding Source: LCFF Basic Note: PD consultant to provide training in areas of common core and PLC
					Principal coaching: $4,100 Funding Source: LCFF Basic Note: Provide coaching to principal on special education, developing professional learning community, etc.	Principal coaching: $4,100 Funding Source: LCFF Basic Note: Provide coaching to principal on special education, developing professional learning community, etc.	Principal coaching: $4,100 Funding Source: LCFF Basic Note: Provide coaching to principal on special education, developing professional learning community, etc.
Students will progress academically each year.	Pupil achievement; Other pupil outcomes	Provide benchmarks to students to evaluate progress in learning of standards	Charter-Wide		Purchase OARS: $3,200 Funding Source: LCFF Basic	Purchase OARS: $3,200 Funding Source: LCFF Basic	Purchase OARS: $3,200 Funding Source: LCFF Basic
Students will progress academically	Pupil achievement; Other pupil outcomes		Charter-Wide		Buses for field trips: $6,000 Funding Source:	Buses for field trips: $6,000 Funding Source:	Buses for field trips: $6,000 Funding Source:

each year.					LCFF Basic	LCFF Basic	LCFF Basic
Students and parents will be successfully engaged in a school climate that is welcoming.	Parent involvement; Pupil engagement; School climate	The school will provide opportunities for parent involvement and input through committee meetings and informal sessions	Charter-Wide		parent training: $5,000 Funding Source: LCFF Basic; Title II	parent training: $5,000 Funding Source: LCFF Basic; Title II	parent training: $5,000 Funding Source: LCFF Basic; Title II
Students and parents will be successfully engaged in a school climate that is welcoming.	Parent involvement; Pupil engagement; School climate	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		Provide training for parents of students with special needs: $1,000 Funding Source: LCFF Basic	Provide training for parents of students with special needs: $1,000 Funding Source: LCFF Basic	Provide training for parents of students with special needs: $1,000 Funding Source: LCFF Basic
Students and parents will be successfully engaged in a school climate that is welcoming.	Parent involvement; Pupil engagement; School climate	School will initiate plan to reward good student attendance through monthly award system that includes both certificate and prize awards.	Charter-Wide		provide certificates and incentives to students with good attendance: $500 Funding Source: school fundraisers	provide certificates and incentives to students with good attendance: $500 Funding Source: school fundraisers	provide certificates and incentives to students with good attendance: $500 Funding Source: school fundraisers
Students and parents will be successfully engaged in a school climate that is	Parent involvement; Pupil engagement; School climate	School will implement a positive behavior support plan to minimize the number of	Charter-Wide		certificates: $500 Funding Source: School Fundraisers Note: provide	certificates: $500 Funding Source: School Fundraisers Note: provide	certificates: $500 Funding Source: School Fundraisers Note: provide

welcoming.		suspensions.			certificates to students to foster positive behavior	certificates to students to foster positive behavior	certificates to students to foster positive behavior
Students and parents will be successfully engaged in a school climate that is welcoming.	Parent involvement; Pupil engagement; School climate	School will need to purchase various and miscellaneous items to support school wide activities to support a welcoming environment.	Charter-Wide		Purchase miscellaneous items to support various school wide activities to promote engagement by parents and students: $4,900 Funding Source: LCFF Basic	Purchase miscellaneous items to support various school wide activities to promote engagement by parents and students: $4,900 Funding Source: LCFF Basic	Purchase miscellaneous items to support various school wide activities to promote engagement by parents and students: $4,900 Funding Source: LCFF Basic

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and idenfity all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Important conditions of learning will be met for all students.	Basic; Implementation of State Standards; Course access	English learners: Principal will conduct needs survey among teachers to determine what materials are needed to enhance ELA instruction for English Learners.	Charter-Wide		Principal will create, deliver, and tabulate results of needs survey: $0 Note: No new expenses	Principal will create, deliver, and tabulate results of needs survey: $0 Note: No new expenses	Principal will create, deliver, and tabulate results of needs survey: $0 Note: No new expenses
Important conditions of learning will be met for all students.	Basic; Implementation of State Standards; Course access	English learners: Based on the needs survey, school will purchase ELA materials for use with English learners.	Charter-Wide		Purchasing of ELA materials: $3,000 Funding Source: LCFF Supplemental; LCFF Concentration Note: Principal will purchase ELA materials based on the survey results.	Purchasing of ELA materials: $3,000 Funding Source: LCFF Supplemental; LCFF Concentration Note: Principal will purchase ELA materials based on the survey results.	Purchasing of ELA materials: $3,000 Funding Source: LCFF Supplemental; LCFF Concentration Note: Principal will purchase ELA materials based on the survey results.

Important conditions of learning will be met for all students.	Basic; Implementation of State Standards; Course access	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: School will purchase standards based mathematics materials.	Charter-Wide		purchase of standards based mathematics materials: $18,000 Funding Source: LCFF Supplemental; LCFF Concentration	purchase of standards based mathematics materials: $18,000 Funding Source: LCFF Supplemental; LCFF Concentration	purchase of standards based mathematics materials: $18,000 Funding Source: LCFF Supplemental; LCFF Concentration
Important conditions of learning will be met for all students.	Basic; Implementation of State Standards; Course access	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Place ads on Edjoin for positions at the school.	Charter-Wide		Placing add on edjoin: $100 Funding Source: LCFF Supplemental; LCFF Concentration	Placing add on edjoin: $100 Funding Source: LCFF Supplemental; LCFF Concentration	Placing add on edjoin: $100 Funding Source: LCFF Supplemental; LCFF Concentration
Important conditions of learning will be met for all students.	Basic; Implementation of State Standards; Course access	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Unfreeze step and column on the salary table to maintain competitiveness in hiring and keeping NCLB compliant teachers.	Charter-Wide		unfreezing salary table: $37,912 Funding Source: LCFF Supplemental; LCFF Concentration	unfreezing salary table: $40,035 Funding Source: LCFF Supplemental; LCFF Concentration	unfreezing salary table: $42,277 Funding Source: LCFF Supplemental; LCFF Concentration
Important conditions of learning will be met for all students.	Basic; Implementation of State Standards; Course access	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide teachers with PD in the area of the	Charter-Wide		Providing PD in common core: $1,000 Funding Source: LCFF Supplemental; LCFF	Providing PD in common core: $1,000 Funding Source: LCFF Supplemental; LCFF	Providing PD in common core: $1,000 Funding Source: LCFF Supplemental; LCFF

					Concentration	Concentration	Concentration
		common core standards			monitoring common core implementation: $0 Note: The principal will monitor classroom implementation of the common core. No new expenses are needed.	monitoring common core implementation: $0 Note: The principal will monitor classroom implementation of the common core. No new expenses are needed.	monitoring common core implementation: $0 Note: The principal will monitor classroom implementation of the common core. No new expenses are needed.
Students will progress academically each year.	Pupil achievement; Other pupil outcomes	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide professional development to teachers working with various subgroups in the areas of differentiated instruction, intervention strategies, and adaptive curriculum.	Charter-Wide		Provide intervention PD: $1,000 Funding Source: LCFF Supplemental; LCFF Concentration Note: Provide intervention teachers with PD in the area of differentiated instruction and working with students who are English learners, foster youth, and socio-economically disadvantaged.	Provide intervention PD: $1,000 Funding Source: LCFF Supplemental; LCFF Concentration Note: Provide intervention teachers with PD in the area of differentiated instruction and working with students who are English learners, foster youth, and socio-economically disadvantaged.	Provide intervention PD: $1,000 Funding Source: LCFF Supplemental; LCFF Concentration Note: Provide intervention teachers with PD in the area of differentiated instruction and working with students who are English learners, foster youth, and socio-economically disadvantaged.
Students will	Pupil	English learners:	Charter-Wide		Conduct ELD	Conduct ELD	Conduct ELD

					Year 1	Year 2	Year 3
progress academically each year.	achievement; Other pupil outcomes	Provide teachers with professional development in the area of language development to meet the needs of English learners.			professional development: $1,000 Funding Source: LCFF Supplemental; LCFF Concentration	professional development: $1,000 Funding Source: LCFF Supplemental; LCFF Concentration	professional development: $1,000 Funding Source: LCFF Supplemental; LCFF Concentration
Students will progress academically each year.	Pupil achievement; Other pupil outcomes	English learners; Redesignated fluent English proficient pupils: Purchase online tutorial service to meet the needs of English learners and redesignated students. Students access the online service that provides activities to students at their level of academic achievement.	Charter-Wide		purchase of Imagine Learning: $1,500 Funding Source: LCFF Supplemental; LCFF Concentration	purchase of Imagine Learning: $1,500 Funding Source: LCFF Supplemental; LCFF Concentration	purchase of Imagine Learning: $1,500 Funding Source: LCFF Supplemental; LCFF Concentration
Students will progress academically each year.	Pupil achievement; Other pupil outcomes	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: 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		Purchase of library books: $1,000 Funding Source: LCFF Supplemental; LCFF Concentration	Purchase of library books: $1,000 Funding Source: LCFF Supplemental; LCFF Concentration	Purchase of library books: $1,000 Funding Source: LCFF Supplemental; LCFF Concentration

Students will progress academically each year.	Pupil achievement; Other pupil outcomes	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Purchase online computer adaptive benchmarking system.	Charter-Wide		purchase NWEA benchmarking system: $4,140 Funding Source: LCFF Supplemental; LCFF Concentration	purchase NWEA benchmarking system: $4,140 Funding Source: LCFF Supplemental; LCFF Concentration	purchase NWEA benchmarking system: $4,140 Funding Source: LCFF Supplemental; LCFF Concentration
Students will progress academically each year.	Pupil achievement; Other pupil outcomes	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Hire teachers for program; reorganize curriculum; align instruction with the common core.	Charter-Wide		Hire intervention teachers: $84,879 Funding Source: LCFF Supplemental; LCFF Concentration	Hire intervention teachers: $92,178 Funding Source: LCFF Supplemental; LCFF Concentration	Hire intervention teachers: $100,105 Funding Source: LCFF Supplemental; LCFF Concentration
					Provide PD to intervention teachers: $1,000 Funding Source: LCFF Supplemental; LCFF Concentration	Provide PD to intervention teachers: $1,000 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 teachers with materials: $1,500 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	Provide office supplies and other items to store educational materials, track	Provide office supplies and other items to store educational

Students will progress academically each year.	Pupil achievement; Other pupil outcomes	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide professional development in the area of common core	Charter-Wide		...student progress, etc.: $1,000 Funding Source: LCFF Supplemental; LCFF Concentration Purchase chrome books to facilitate differentiated instruction: $3,000 Funding Source: LCFF Supplemental; LCFF Concentration Provide subs for teachers to lessen impact on intervention teachers: $5,000 Funding Source: LCFF Supplemental; LCFF Concentration Provide common core PD to teachers: $1,000 Funding Source: LCFF Supplemental; LCFF Concentration	...student progress, etc.: $1,000 Funding Source: LCFF Supplemental; LCFF Concentration Purchase chrome books to facilitate differentiated instruction: $3,000 Funding Source: LCFF Supplemental; LCFF Concentration Provide subs for teachers to lessen impact on intervention teachers: $5,000 Funding Source: LCFF Supplemental; LCFF Concentration Provide common core PD to teachers: $1,000 Funding Source: LCFF Supplemental; LCFF Concentration	materials, track student progress, etc.: $1,000 Funding Source: LCFF Supplemental; LCFF Concentration Purchase chrome books to facilitate differentiated instruction: $3,000 Funding Source: LCFF Supplemental; LCFF Concentration Provide subs for teachers to lessen impact on intervention teachers: $5,000 Funding Source: LCFF Supplemental; LCFF Concentration Provide common core PD to teachers: $1,000 Funding Source: LCFF Supplemental; LCFF Concentration

		implementation for math and ELA.					
Students will progress academically each year.	Pupil achievement; Other pupil outcomes	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Start Summer School Program	Charter-Wide		Teacher Pay for working in summer school program: $14,081 Funding Source: LCFF Supplemental; LCFF Concentration	Teacher Pay for working in summer school program: $14,292 Funding Source: LCFF Supplemental; LCFF Concentration	Teacher Pay for working in summer school program: $14,649 Funding Source: LCFF Supplemental; LCFF Concentration
					materials and supplies for the summer school program: $1,000 Funding Source: LCFF Supplemental; LCFF Concentration	materials and supplies for the summer school program: $1,000 Funding Source: LCFF Supplemental; LCFF Concentration	materials and supplies for the summer school program: $1,000 Funding Source: LCFF Supplemental; LCFF Concentration
					pay for classified staff working on summer school program: $1,928 Funding Source: LCFF Supplemental; LCFF Concentration	pay for classified staff working on summer school program: $1,966 Funding Source: LCFF Supplemental; LCFF Concentration	pay for classified staff working on summer school program: $2,005 Funding Source: LCFF Supplemental; LCFF Concentration
Students will progress academically each year.	Pupil achievement; Other pupil outcomes	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils:	Charter-Wide		Salary for music instructor: $7,040 Funding Source: LCFF Supplemental; LCFF Concentration	Salary for music instructor: $7,040 Funding Source: LCFF Supplemental; LCFF Concentration	Salary for music instructor: $7,040 Funding Source: LCFF Supplemental; LCFF Concentration

					purchase guitars for music program: $1,000 Funding Source: LCFF Supplemental; LCFF Concentration	purchase guitars for music program: $500 Funding Source: LCFF Supplemental; LCFF Concentration	purchase guitars for music program: $500 Funding Source: LCFF Supplemental; LCFF Concentration
Students will progress academically each year.	Pupil achievement; Other pupil outcomes	English learners; Redesignated fluent English proficient pupils: Implement bilingual program in Spanish and English to facilitate English learner acquisition of English.	Charter-Wide		Provide teachers with PD in the area of immersion and bilingual education.: $7,000 Funding Source: LCFF Supplemental; LCFF Concentration	Provide teachers with PD in the area of immersion and bilingual education.: $7,000 Funding Source: LCFF Supplemental; LCFF Concentration	Provide teachers with PD in the area of immersion and bilingual education.: $7,000 Funding Source: LCFF Supplemental; LCFF Concentration
Students and parents will be successfully engaged in a school climate that is welcoming.	Parent involvement; Pupil engagement; School climate	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide parent training in these areas: parent handbook; volunteer process; creating a home conducive to learning; parenting effectively; SST process and special education; the school program; school safety; community resources; computer/Internet	Charter-Wide		Hiring outside consultants to provide training to parents.: $3,000 Funding Source: LCFF supplemental; LCFF concentration Note: Outside consultants will provide parents with information regarding various topics described above.	Hiring outside consultants to provide training to parents.: $3,000 Funding Source: LCFF supplemental; LCFF concentration Note: Outside consultants will provide parents with information regarding various topics described above.	Hiring outside consultants to provide training to parents.: $3,000 Funding Source: LCFF supplemental; LCFF concentration Note: Outside consultants will provide parents with information regarding various topics described above.

		safety; child abuse reporting; SAC committee and functions; field trip policy; etc.						
Students and parents will be successfully engaged in a school climate that is welcoming.	Parent involvement; Pupil engagement; School climate	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide parents with weekly newsletter detailing news items and school policy issues.	Charter-Wide		Development and distribution of newsletter: $0 Funding Source: No additional funding needed	Development and distribution of newsletter: $0 Funding Source: No additional funding needed	Development and distribution of newsletter: $0 Funding Source: No additional funding needed	
Students and parents will be successfully engaged in a school climate that is welcoming.	Parent involvement; Pupil engagement; School climate	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Host parents once a month with light refreshments in a dialogue to answer questions about school functioning and policy issues.	Charter-Wide		Conducting Parent Teas: $0 Funding Source: No additional funding needed	Conducting Parent Teas: $0 Funding Source: No additional funding needed	Conducting Parent Teas: $0 Funding Source: No additional funding needed	
Students and parents will be successfully engaged in a school climate that is welcoming.	Parent involvement; Pupil engagement; School climate	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Institute Character Counts! to promote a safe and positive school culture. Purchase	Charter-Wide		Institute Character Counts!: $0 Funding Source: No additional funding needed	Institute Character Counts!: $0 Funding Source: No additional funding needed	Institute Character Counts!: $0 Funding Source: No additional funding needed	

		materials to support the program.					
Students and parents will be successfully engaged in a school climate that is welcoming.	Parent involvement; Pupil engagement; School climate	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Institute Student Success Team process to deal with behavior issues before they become too serious.	Charter-Wide		Institute SST process: $0 Funding Source: No additional funding needed	Institute SST process: $0 Funding Source: No additional funding needed	Institute SST process: $0 Funding Source: No additional funding needed
Students and parents will be successfully engaged in a school climate that is welcoming.	Parent involvement; Pupil engagement; School climate	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide teachers with PD on the development of a positive school culture.	Charter-Wide		Hiring outside consultant to provide information to teachers regarding the development of a positive school culture: $1,000 Funding Source: LCFF supplemental; LCFF concentration	Hiring outside consultant to provide information to teachers regarding the development of a positive school culture: $1,000 Funding Source: LCFF supplemental; LCFF concentration	Hiring outside consultant to provide information to teachers regarding the development of a positive school culture: $1,000 Funding Source: LCFF supplemental; LCFF concentration

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Per California's Fiscal Crisis & Management Assistance Team's (FCMAT) LCFF calculator, Global Education Academy's additional Supplemental & Concentration Grant Funding for the 2014-15 school year will be $137,609. GEA will be using these funds in a schoolwide manner. GEA believes it is justified to use in a schoolwide manner because its unduplicated count for the 2012-13 school year was 229 students out of a total enrollment of 239 as of the Fall-1 reporting period, equating to 95.8% of GEA's total population. This percentage is expected to be similar in the 2014-15 school year.

GEA will offer a variety of programs and supports that are aligned with the LCAP goals. These include: RtI Intervention Program teachers, summer school, a music program, recruitment and retention of teachers of color, Imagine Learning program, Chromebooks 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.

GEA recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (ninety-five percent or more), there may be other students in need that GEA cannot ignore. By providing the services identified without limitations, GEA will serve all students, especially focus students. The full list of expenditures is aligned with the goals of the GEA Local Control and Accountability Plan and addresses the needs of our GEA's English learners, low Income students and foster youth.

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

Based on per California's Fiscal Crisis & Management Assistance Team's (FCMAT) LCFF calculator, Global Education Academy's services for Low-income students and English Learners are estimated to increase by 8.22%, the Minimum Proportionality Percentage (MPP) for the 2014-15 school year. GEA will meet its MPP for the 2014-15 by providing the following services for Low Income, English Learners, and foster youth: : RtI Intervention Program teachers, summer school, a music program, recruitment and retention of teachers of color, Imagine Learning program, Chromebooks and other supplies for RtI, and professional development for staff. By providing the services identified without limitations, GEA will best serve all students, especially targeted students with increased or improved services at minimum of 8.22% 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.