

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

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>Goal 1: All students, including all subgroups, will make continued academic progress with the intent of meeting or exceeding a year's growth toward Common Core proficiency in Mathematics, English Language Arts, Science, and Social Science</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Need: Fully implement K-12 reading/language arts implementation of Common Core Metric: California Assessment of Student Performance and Progress(CAASPP – statewide assessments), CAHSEE</p> <p>Need: Fully implement K-12 math implementation of Common Core Metric: CAASPP, CAHSEE</p> <p>Need: Fully implement ELD implementation of Common Core Metric: CELDT (percentage of students making progress towards English Proficiency), Renaissance Place, SOLOM, RFEP status</p> <p>Need: Science adoptions aligned with Common Core Metric: Site audit and inventory of instructional materials</p> <p>Need: Improve standards-based Science Program Metric: CST</p> <p>Need: Social Science adoptions aligned with Common Core Metric: Site audit and inventory of instructional materials</p> <p>Need: Improve standards-based Social Science Program Metric: Participation</p> <p>Need: Increase Intervention Support; Increased access to Social Services Metric: Participation</p> <p>Need: Implement a process for two-year tracking of redesignation Metric: Participation</p>	
<p>Goal Applies to:</p>	<p>Schools: DCA Applicable Pupil Subgroups:</p>	<p>All Low Income Pupils English Learners</p>

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores;
 CAHSEE: 5% increase for 10th grade students passing;
 5% Increase in students being redesignated based on CELDT and/or Renaissance Place Benchmarks
 RFEP: 5% increase in students obtaining RFEP status through CELDT scores, SOLOM, and administrator/parent coordination
 Science texts and curriculum will be 100% aligned with state standards
 CST: 5% increase for those students scoring Proficient and Advanced
 Social Science texts and curriculum will be 100% aligned with state standards
 Maintain or increase participation in social science program

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fully implement K-12 reading/language arts implementation of 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: (Specify)	Technology <hr/> LCFF Supplemental 12300 Textbooks <hr/> Lottery Prop 20 2000 Professional Development <hr/> LCFF Supplemental 5000 Assessments LCFF Base 500
Fully implement K-12 math implementation of 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: (Specify)	Technology <hr/> LCFF Supplemental 12300 Textbooks <hr/> Lottery Prop 20 2000 Professional Development <hr/> LCFF Supplemental 5000 Assessments LCFF Base 500
Fully implement ELD implementation of Common Core	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	Technology <hr/> LCFF Supplemental 2900 Textbooks

		English proficient _ Other Subgroups: (Specify)	Lottery Prop 20 2000 Professional Development LCFF Supplemental 5000 Assessments LCFF Base 500
Science adoptions aligned with Common Core	Charter-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Textbooks Lottery Prop 20 1000
Improve standards-based Science Program	Charter-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development LCFF Supplemental 5000
Social Science adoptions aligned with Common Core	Charter-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Textbooks Lottery Prop 20 1000
Improve standards-based Social Science Program	Charter-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Professional Development LCFF Supplemental 5000

		_ Other Subgroups: (Specify)	
Increase Intervention Support; Increased access to Social Services	Charter-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Summer Program <hr/> LCFF Supplemental 11473 Summer Program LCFF Base 6527
Implement a process for two-year tracking of redesignation	Charter-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Assessments LCFF Base 500

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores; CAHSEE: 5% increase for 10th grade students passing; 5% Increase in students being redesignated based on CELDT and/or Renaissance Place Benchmarks RFEP: 5% increase in students obtaining RFEP status through CELDT scores, SOLOM, and administrator/parent coordination Science texts and curriculum will be 100% aligned with state standards CST: 5% increase for those students scoring Proficient and Advanced Social Science texts and curriculum will be 100% aligned with state standards Maintain or increase participation in social science program
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fully implement K-12 reading/language arts implementation of Common Core	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	Technology LCFF Supplemental 12300

		Other Subgroups: (Specify)	Textbooks Lottery Prop 20 2000 Professional Development LCFF Supplemental 5000 Assessments LCFF Base 500
Fully implement K-12 math implementation of Common Core	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Technology LCFF Supplemental 12300 Textbooks Lottery Prop 20 2000 Professional Development LCFF Supplemental 5000 Assessments LCFF Base 500
Fully implement ELD implementation of Common Core	Charter-wide	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Technology LCFF Supplemental 2900 Textbooks Lottery Prop 20 2000 Professional Development LCFF Supplemental 5000 Assessments LCFF Base 500
Science adoptions aligned with Common Core	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Textbooks Lottery Prop 20 1000

<p>Improve standards-based Science Program</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Professional Development LCFF Supplemental 5000</p>
<p>Social Science adoptions aligned with Common Core</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Textbooks Lottery Prop 20 1000</p>
<p>Improve standards-based Social Science Program</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Professional Development LCFF Supplemental 5000</p>
<p>Increase Intervention Support; Increased access to Social Services</p>	<p>Charter-wide</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Summer Program LCFF Supplemental 11500 Summer Program LCFF Base 6500</p>
<p>Implement a process for two-year tracking of redesignation</p>	<p>Charter-wide</p>	<p>All OR: Low Income pupils</p>	<p>Assessments</p>

	English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	LCFF Base 500
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores; CAHSEE: 5% increase for 10th grade students passing; 5% Increase in students being redesignated based on CELDT and/or Renaissance Place Benchmarks RFEP: 5% increase in students obtaining RFEP status through CELDT scores, SOLOM, and administrator/parent coordination Science texts and curriculum will be 100% aligned with state standards CST: 5% increase for those students scoring Proficient and Advanced Social Science texts and curriculum will be 100% aligned with state standards Maintain or increase participation in social science program
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fully implement K-12 reading/language arts implementation of 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: (Specify)	Technology <hr/> LCFF Supplemental 12300 Textbooks <hr/> Lottery Prop 20 2000 Professional Development <hr/> LCFF Supplemental 5000 Assessments LCFF Base 500
Fully implement K-12 math implementation of 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: (Specify)	Technology <hr/> LCFF Supplemental 12300 Textbooks <hr/> Lottery Prop 20 2000 Professional Development <hr/> LCFF Supplemental 5000

Fully implement ELD implementation of Common Core	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: (Specify)	Assessments LCFF Base 500 Technology LCFF Supplemental 2900 Textbooks Lottery Prop 20 2000 Professional Development LCFF Supplemental 5000 Assessments LCFF Base 500
Science adoptions aligned with 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: (Specify)	Textbooks Lottery Prop 20 1000
Improve standards-based Science 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: (Specify)	Professional Development LCFF Supplemental 5000
Social Science adoptions aligned with 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: (Specify)	Textbooks Lottery Prop 20 1000

<p>Improve standards-based Social Science 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: (Specify)</p>	<p>Professional Development LCFF Supplemental 5000</p>
<p>Increase Intervention Support; Increased access to Social Services</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" 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: (Specify)</p>	<p>Summer Program LCFF Supplemental 11500 Summer Program LCFF Base 6500</p>
<p>Implement a process for two-year tracking of redesignation</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Assessments LCFF Base 500</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Goal 2: All students and all subgroups will engage their individual learning styles and unique interests to acquire 21st Century Skills and the passion for continuous learning, as they pursue higher education or Career Technical Pathways	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Need: Develop an effective Career Technical Educational Plan Metric: CTAP, Certification EAP
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Goal Applies to:	Schools: DCA
Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Technology Survey: Maintain/increase participation; 5% increase in number of correct answers CIM: 5% increase for students participating in CIM or work experience EAP: Maintain/ increase participation
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop an effective Career Technical Educational Plan	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: (Specify)	College and Career Readiness Program LCFF Supplemental 1000 Online A-G course access to help students on the college going pathway based on student needs Lottery 10000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Technology Survey: Maintain/increase participation; 5% increase in number of correct answers CIM: 5% increase for students participating in CIM or work experience EAP: Maintain/ increase participation
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop an effective Career Technical Educational Plan	Charter-wide	<input checked="" type="checkbox"/> All OR:	College and Career Readiness Program LCFF Supplemental 1000

		Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Online A-G course access to help students on the college going pathway Lottery 10000
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Technology Survey: Maintain/increase participation; 5% increase in number of correct answers CIM: 5% increase for students participating in CIM or work experience EAP: Maintain/ increase participation		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop an effective Career Technical Educational Plan	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: (Specify)	College and Career Readiness Program LCFF Supplemental 1000 <hr/> Online A-G course access to help students on the college going pathway Lottery 10000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Goal 3: All students, including all subgroups, will have equal access to a broad course of study including but not limited to Modern Language, Visual and Performing Arts, and Physical Education	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Need: Improve standards-based Modern Language Program Metric: Participation Need: Modern Language adoptions aligned with Common Core Metric: Site audit and inventory of instructional materials Need: Physical Education curriculum aligned with state frameworks Metric: Site audit Need: Improve standards-based Physical Education Program Metric: Fitness Gram Need: Improve Music Program Metric: Participation
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Goal Applies to:	Schools: DCA Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	5% increase in participation in Grades 6-8; 5% increase when comparing the number of students enrolled in Modern Language to total enrollment Modern Language texts and curriculum will be 100% aligned with state standards Physical Education curriculum will be 100% aligned with state standards 5% increase in students passing the five Fitness Gram components Grades 5, 7, 9 Music Program: 5% increase in participation
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve standards-based Modern Language 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	Spanish Teacher LCFF Base 3691 Spanish Teacher LCFF Supplemental 9227

		English proficient _ Other Subgroups: (Specify)	
Modern Language adoptions aligned with Common Core	Charter-wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Textbooks/Library Books Lottery Prop 20 1500
Physical Education curriculum aligned with state frameworks	Charter-wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Physical Education curriculum and supplies Lottery 1000
Improve Music Program	Charter-wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Music Teacher LCFF Base 8259

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	5% increase in participation in Grades 6-8; 5% increase when comparing the number of students enrolled in Modern Language to total enrollment Modern Language texts and curriculum will be 100% aligned with state standards Physical Education curriculum will be 100% aligned with state standards 5% increase in students passing the five Fitness Gram components Grades 5, 7, 9 Music Program: 5% increase in participation
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve standards-based Modern Language Program	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Spanish Teacher LCFF Base 3750 Spanish Teacher LCFF Supplemental 9375
Modern Language adoptions aligned with Common Core	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Textbooks/Library Books Lottery Prop 20 1500
Physical Education curriculum aligned with state frameworks	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Physical Education curriculum and supplies Lottery 1000
Improve Music Program	Charter-wide	<input checked="" type="checkbox"/> All OR:	Music Teacher LCFF Base 8391

		Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	5% increase in participation in Grades 6-8; 5% increase when comparing the number of students enrolled in Modern Language to total enrollment Modern Language texts and curriculum will be 100% aligned with state standards Physical Education curriculum will be 100% aligned with state standards 5% increase in students passing the five Fitness Gram components Grades 5, 7, 9 Music Program: 5% increase in participation		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve standards-based Modern Language 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: (Specify)	Spanish Teacher LCFF Base 3810 Spanish Teacher LCFF Supplemental 9525
Modern Language adoptions aligned with 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: (Specify)	Textbooks/Library Books Lottery Prop 20 1500
Physical Education curriculum aligned with state frameworks	Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Physical Education curriculum and supplies Lottery 1000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Improve Music Program	Charter-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Music Teacher LCFF Base 8525

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 4:</p>	<p>Goal 4: All students, including all subgroups, have the right to a safe and healthy environment to achieve social, emotional, and academic success</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Need: Maintain Equipment Replacement Reserve Metric: Master Equipment Plan</p> <p>Need: Improve family and community involvement Metric: Participation</p> <p>Need: Improve student involvement Metric: Participation</p> <p>Need: Continually provide functional, safe, and clean classrooms, facilities, and grounds Metric: Likert Scale Survey, Master Facility Plan</p> <p>Need: Improve services that promote physical, emotional and mental health Metric: Participation, CHKS</p> <p>Need: Increase outreach partnerships to provide direct/indirect support to students, staff, and community Metric: Grants received, Participation</p> <p>Need: Improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry Metric: Attendance, Suspensions, Expulsions, Absenteeism, Participation</p> <p>Need: Provide new and modernized facilities Metric: Master Facility Plan</p> <p>Need: Improve smooth transitions Metric: Dropout Rates, Graduation Rates, Participation</p>	
<p>Goal Applies to:</p>	<p>Schools: DCA</p> <p>Applicable Pupil Subgroups:</p>	<p>All Low Income pupils English Learners Foster Youth</p>

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment
 Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase in parent/family volunteers; 5% increase parent/family attendance to parent conferences , DELAC, DAC
 3% increase in participation in clubs; Increase in participation in annual student council training workshop Grades 4-8
 Increase in rate of safe, clean, sustainable and attractive classrooms; Master Facility Plan to be updated annually; Site facility inspection reports to be completed
 5% increase in participation in Child Nutrition Program; 100% follow-up on medical/health services for targeted students
 2% increase in government grants; 2% increase in private grants/donations; 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program
 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98%; 5% decrease in pupil expulsion rates; Increase in student participation of community events; 5% decrease in chronic absenteeism; 5% decrease in suspension days
 Maximize state/local funding to provide new and modernized facilities
 95% participation in transition activities; 5% increase in participation in post-secondary education planning; 5% decrease in drop outs; Maintain/increase Graduation Rates; 5% increase in attendance to college

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain Equipment Replacement Reserve	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: (Specify)	Reserve for Equipment Replacement LCFF Base 5000 Technology LCFF Supplemental 27500
Improve family and community involvement	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: (Specify)	Extra classified hours for child care and translation during parent meetings to educate parents on Common Core LCFF Supplemental 1650 Meeting Supplies LCFF Supplemental 500
Continually provide functional, safe, and clean classrooms, facilities, and grounds	Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Custodians, Utilities Workers, Director of Facilities, Maintenance Supplies LCFF Base 69811

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Improve services that promote physical, emotional and mental health	Charter-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Mental Health and Social/Emotional Interns with the university LCFF Supplemental 1000
Increase outreach partnerships to provide direct/indirect support to students, staff, and community	Charter-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Bilingual Administrative Assistant LCFF Base 5984 Website Maintenance LCFF Base 4435
Improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry	Charter-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Positive Behavioral Interventions and Support LCFF Supplemental 4000 Citizen Awards/Recognition Lottery 1000
Provide new and modernized facilities	Charter-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Technology LCFF Supplemental 6000 Facility Updates LCFF Base 1274

		English proficient _ Other Subgroups: (Specify)	
Improve smooth transitions	Charter-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Transition Activities/Graduation Supplies, Staffing, and Security LCFF Base 4000
Increase Intervention Support; Increased access to Social Services	Charter-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology LCFF Supplemental 2000 Textbooks Lottery Prop 20 2000 Professional Development LCFF Supplemental 2000 Assessments LCFF Base 500 Mental Health and Social/Emotional Interns with the university LCFF Supplemental 1000
Increase ELD support for English learner parents	Charter-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology LCFF Supplemental 2000 Textbooks Lottery Prop 20 1500 Professional Development LCFF Supplemental 2000 Assessments LCFF Base 500 Extra classified hours for parent outreach LCFF Supplemental 500 Meeting Supplies LCFF Supplemental 500
Ongoing communication with Multi-agencies; Intervention and Remedial Support; Ensure smooth transitions	Charter-wide	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology LCFF Supplemental 2000 Textbooks Lottery Prop 20 1000 Professional Development LCFF Supplemental 1500 Assessments LCFF Base 500 Transition Activities/Graduation Supplies, Staffing, and Security LCFF Base 1000 College and Career Readiness Lottery 1500

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment
 Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase in parent/family volunteers; 5% increase parent/family attendance to parent conferences , DELAC, DAC
 3% increase in participation in clubs; Increase in participation in annual student council training workshop Grades 4-8
 Increase in rate of safe, clean, sustainable and attractive classrooms; Master Facility Plan to be updated annually; Site facility inspection reports to be completed
 5% increase in participation in Child Nutrition Program; 100% follow-up on medical/health services for targeted students
 2% increase in government grants; 2% increase in private grants/donations; 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program
 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98%; 5% decrease in pupil expulsion rates; Increase in student participation of community events; 5% decrease in chronic absenteeism; 5% decrease in suspension days
 Maximize state/local funding to provide new and modernized facilities
 95% participation in transition activities; 5% increase in participation in post-secondary education planning; 5% decrease in drop outs; Maintain/increase Graduation Rates; 5% increase in attendance to college

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain Equipment Replacement Reserve	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Reserve for Equipment Replacement LCFF Base 5000 Technology LCFF Supplemental 27500
Improve family and community involvement	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Extra classified hours LCFF Supplemental 1000 Meeting Supplies LCFF Supplemental 500
Continually provide functional, safe, and clean classrooms, facilities, and grounds	Charter-wide	<u>X</u> All OR:	Custodians, Utilities Workers, Director of Facilities, Maintenance Supplies LCFF Base 70928

		Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Improve services that promote physical, emotional and mental health	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Mental Health and Social/Emotional Interns with the university LCFF Supplemental 1000
Increase outreach partnerships to provide direct/indirect support to students, staff, and community	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Bilingual Administrative Assistant LCFF Base 6080 Website Maintenance LCFF Base 4506
Improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Positive Behavioral Interventions and Support LCFF Supplemental 4000 Citizen Awards/Recognition Lottery 1000
Provide new and modernized facilities	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth	Technology LCFF Supplemental 6000 Facility Updates LCFF Base 1500

		Redesignated fluent English proficient Other Subgroups: (Specify)	
Improve smooth transitions	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Transition Activities/Graduation Supplies, Staffing, and Security LCFF Base 4000
Increase Intervention Support; Increased access to Social Services	Charter-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Technology LCFF Supplemental 2000 Textbooks Lottery Prop 20 2000 Professional Development LCFF Supplemental 2000 Assessments LCFF Base 500 Mental Health and Social/Emotional Interns with the university LCFF Supplemental 1000
Increase ELD support and Increase computer access for English learner parents	Charter-wide	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Technology LCFF Supplemental 2000 Textbooks Lottery Prop 20 1500 Professional Development LCFF Supplemental 2000 Assessments LCFF Base 500 Extra classified hours for parent outreach LCFF Supplemental 500 Meeting Supplies LCFF Supplemental 500
Ongoing communication with Multi-agencies; Intervention and Remedial Support; Ensure smooth transitions	Charter-wide	All OR: Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:	Technology LCFF Supplemental 2000 Textbooks Lottery Prop 20 1000 Professional Development LCFF Supplemental 1500 Assessments LCFF Base 500 Transition Activities/Graduation Supplies, Staffing, and Security LCFF Base 1000

		(Specify)	College and Career Readiness Lottery 1500
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment</p> <p>Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase in parent/family volunteers; 5% increase parent/family attendance to parent conferences , DELAC, DAC</p> <p>3% increase in participation in clubs; Increase in participation in annual student council training workshop Grades 4-8</p> <p>Increase in rate of safe, clean, sustainable and attractive classrooms; Master Facility Plan to be updated annually; Site facility inspection reports to be completed</p> <p>5% increase in participation in Child Nutrition Program; 100% follow-up on medical/health services for targeted students</p> <p>2% increase in government grants; 2% increase in private grants/donations; 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program</p> <p>2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98%; 5% decrease in pupil expulsion rates; Increase in student participation of community events; 5% decrease in chronic absenteeism; 5% decrease in suspension days</p> <p>Maximize state/local funding to provide new and modernized facilities</p> <p>95% participation in transition activities; 5% increase in participation in post-secondary education planning; 5% decrease in drop outs; Maintain/increase Graduation Rates; 5% increase in attendance to college</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain Equipment Replacement Reserve	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: (Specify)	Reserve for Equipment Replacement LCFF Base 5000 Technology LCFF Supplemental 27500
Improve family and community involvement	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: (Specify)	Extra classified hours LCFF Supplemental 1000 Meeting Supplies LCFF Supplemental 500
Continually provide functional, safe, and clean	Charter-	<input checked="" type="checkbox"/> All	Custodians, Utilities Workers, Director of Facilities,

classrooms, facilities, and grounds	wide	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: (Specify)	Maintenance Supplies LCFF Base 72063
Improve services that promote physical, emotional and mental health	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: (Specify)	Mental Health and Social/Emotional Interns with the university LCFF Supplemental 1000
Increase outreach partnerships to provide direct/indirect support to students, staff, and community	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: (Specify)	Bilingual Administrative Assistant LCFF Base 6177 Website Maintenance LCFF Base 4578
Improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry	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: (Specify)	Positive Behavioral Interventions and Support LCFF Supplemental 4000 Citizen Awards/Recognition Lottery 1000
Provide new and modernized facilities	Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Technology LCFF Supplemental 6000 Facility Updates LCFF Base 1500

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Improve smooth transitions	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: (Specify)	Transition Activities/Graduation Supplies, Staffing, and Security LCFF Base 4000
Increase Intervention Support; Increased access to Social Services	Charter-wide	<input type="checkbox"/> All OR: <input checked="" 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: (Specify)	Technology LCFF Supplemental 2000 Textbooks Lottery Prop 20 2000 Professional Development LCFF Supplemental 2000 Assessments LCFF Base 500 Mental Health and Social/Emotional Interns with the university LCFF Supplemental 1000
Increase ELD support and Increase computer access for English learner parents	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: (Specify)	Technology LCFF Supplemental 2000 Textbooks Lottery Prop 20 1500 Professional Development LCFF Supplemental 2000 Assessments LCFF Base 500 Extra classified hours for parent outreach LCFF Supplemental 500 Meeting Supplies LCFF Supplemental 500
Ongoing communication with Multi-agencies; Intervention and Remedial Support; Ensure smooth transitions	Charter-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Technology LCFF Supplemental 2000 Textbooks Lottery Prop 20 1000 Professional Development LCFF Supplemental 1500 Assessments LCFF Base 500 Transition Activities/Graduation Supplies, Staffing, and

		Other Subgroups: (Specify)	Security LCFF Base 1000 College and Career Readiness Lottery 1500
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	Goal 5: All staff including all teachers at Denair Academic Avenues will meet the federal standard for being Highly Qualified	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Need: Competitive salaries and benefits Metric: Districts with similar demographics Need: Provide the highest quality staff in each position within the District Metric: Evaluations
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Goal Applies to:	Schools: DCA
Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Develop/implement key criteria/standards/procedures for clerical levels to tailor employee training Review/update all job descriptions 100% completion rate of evaluations with appropriate recommendations
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Competitive salaries and benefits	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: (Specify)	Substitutes, Teachers, Benefit Plans LCFF Base 300136 Substitutes, Teachers, Benefit Plans LCFF Supplemental 355243
Provide the highest quality staff in each position within the Site	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	Professional Development LCFF Supplemental 9000

		<input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Develop/implement key criteria/standards/procedures for clerical levels to tailor employee training Review/update all job descriptions 100% completion rate of evaluations with appropriate recommendations		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Competitive salaries and benefits	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: (Specify)	Substitutes, Teachers, Benefit Plans LCFF Base 304938 Substitutes, Teachers, Benefit Plans LCFF Supplemental 361077
Provide the highest quality staff in each position within the Site	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: (Specify)	Professional Development (LCFF Supplemental) LCFF Supplemental 9000
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Develop/implement key criteria/standards/procedures for clerical levels to tailor employee training Review/update all job descriptions 100% completion rate of evaluations with appropriate recommendations		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Competitive salaries and benefits	Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Substitutes, Teachers, Benefit Plans LCFF Base 309817 Substitutes, Teachers, Benefit Plans LCFF Supplemental 366854

		<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Provide the highest quality staff in each position within the Site</p>	<p>Charter-wide</p>	<ul style="list-style-type: none"> <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: (Specify) 	<p>Professional Development (LCFF Supplemental) LCFF Supplemental 9000</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Goal 1: All students, including all subgroups, will make continued academic progress with the intent of meeting or exceeding a year's growth toward Common Core proficiency in Mathematics, English Language Arts, Science, and Social Science	Related State and/or Local Priorities: 1 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 7 <input checked="" type="checkbox"/> 8 COE only: 9 10 Local : Specify	
Goal Applies to:	Schools: DCA Applicable Pupil Subgroups:	All Low Income Pupils English Learners	
Expected Annual Measurable Outcomes:	CAASPP: Create a baseline of data that aligns to the state's new API; CAHSEE: 5% increase for 10th grade students passing; A-G Course: Maintain/ increase participation; 5% increase in students completing Science texts and curriculum will be 100% aligned with state standards CST: 5% increase for those students scoring Proficient and Advanced Social Science texts and curriculum will be 100% aligned with state standards Maintain or increase participation 5% Increase in students being redesignated based on CELDT and/or Renaissance Place Benchmarks RFEP: 5% increase in students obtaining RFEP status through CELDT scores, SOLOM, and administrator/parent coordination	Actual Annual Measurable Outcomes:	CAASPP: Results expected in July for baseline data CAHSEE: 2.5% decrease in number of students passing CAHSEE A-G Course participation: Only offered online based on student needs; increased participation by 2 students EL Re-designation: Results expected in June; 10% increase for long-term English Learners RFEP: Results expected in June Curriculum: All texts aligned with state standards; Science pending availability of NGSS materials; Social Science pending availability of Common Core materials
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Fully implement K-12 reading/language arts implementation of Common Core	Budgeted Expenditures	Made progress implementing K-12 reading/language arts implementation of Common Core: curriculum team was developed to design Independent Study lesson plans aligned with state standards and utilizing the SBAC practice tests to prepare for formal	Estimated Actual Annual Expenditures
	Technology		Textbooks Lottery Prop 20 3867
	Common Core 1000		Curriculum Common Core 743
	Textbooks Lottery Prop 20 9736		Professional Development Common Core 5474
Curriculum Common Core 3000	Assessments LCFF Base 100		

	Professional Development Common Core 4225 Assessments LCFF Base 500	SBAC testing	
Scope of Service Charter-wide		Scope of Service Charter-wide	
<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Fully implement K-12 math implementation of Common Core	Technology Common Core 1000 Textbooks Lottery Prop 20 9736 Curriculum Common Core 3000 Professional Development Common Core 4225 Assessments LCFF Base 500	Made progress implementing K-12 math implementation of Common Core: curriculum team was developed to design Independent Study lesson plans aligned with state standards and utilizing the SBAC practice tests to prepare for formal SBAC testing	Textbooks Lottery Prop 20 3607 Curriculum Common Core 2141 Professional Development Common Core 6787
Scope of Service Charter-wide		Scope of Service Charter-wide	
<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Fully implement ELD implementation of Common Core	Technology Common Core 1000 Textbooks Lottery Prop 20 9736 Curriculum Common Core 3000 Professional Development Common Core 4225 Assessments LCFF Base 500	Made progress towards redesignated long-term English Learners due to no baseline data being available, District criteria were determined and utilized to redesignate 2 students. There will be further consideration in 2015-16.	Textbooks Lottery Prop 20 235 Curriculum Common Core 1163

Scope of Service Charter-wide		Scope of Service Charter-wide	
All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Science adoptions aligned with Common Core	Textbooks Lottery Prop 20 9736 Curriculum Common Core 3000	Progress expected in 2015-16 towards Science adoptions aligned with Common Core through collaboration meetings and staff development in relation to next generation science standards	Textbooks Lottery Prop 20 860 Curriculum Common Core 1451
Scope of Service Charter-wide		Scope of Service Charter-wide	
<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Improve standards-based Science Program	Professional Development Common Core 4225	Progress expected in 2015-16 towards improving standards-based Science Program	
Scope of Service Charter-wide		Scope of Service Charter-wide	
<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	

Social Science adoptions aligned with Common Core	Textbooks Lottery Prop 20 9736 Curriculum Common Core 3000	Progress expected in 2015-16 towards Science adoptions aligned with Common Core through collaboration meetings and staff development in relation to state standards	Textbooks Lottery Prop 20 713 Curriculum Common Core 546
Scope of Service: Charter-wide <hr/> <input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		Scope of Service: Charter-wide <hr/> <input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Improve standards-based Social Science Program	Professional Development Common Core 4225	Progress expected in 2015-16 towards improving standards-based Social Science Program	
Scope of Service: Charter-wide <hr/> <input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		Scope of Service: Charter-wide <hr/> <input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Further English Learner reclassification will be considered in 2015-16 and a new EL Lab will be available to help support all English Learner students.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Goal 2: All students and all subgroups will engage their individual learning styles and unique interests to acquire 21st Century Skills and the passion for continuous learning, as they pursue higher education or Career Technical Pathways	Related State and/or Local Priorities: 1 2 3 4 <input checked="" type="checkbox"/> 5 6 7 <input checked="" type="checkbox"/> 8 COE only: 9 10 Local : Specify	
Goal Applies to:	Schools: DCA Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	CTAP: Create a baseline of data Certification: 5% increase for students earning certificate A-G Course: Maintain/ increase participation; 5% increase in students completing EAP: Maintain/ increase participation	Actual Annual Measurable Outcomes: Began implementation of Naviance, the selected College and Career Readiness Program and will finish implementation in 2015-16 CTAP: No longer available; will use internal Technology Survey CTE Certification: No certification available, Careers in Manufacturing (CIM) is offered and students go to get a job after completing the work alliance program; future goals will be revised to reflect CIM A-G Courses: Increased participation EAP: Will be imbedded within SBAC; no future goals needed for EAP participation	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop an effective Career Technical Educational Plan	College and Career Readiness Program LCFF Supplemental 4358	Made progress towards developing an effective Career Technical Educational Plan through a 10 credit requirement in careers for graduating; need to further implement College and Career Readiness Program and further develop work experience program in 2015-16	College and Career Readiness Program LCFF Supplemental 4358
Scope of Service	Charter-wide	Scope of Service	Charter-wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	
Low Income pupils		Low Income pupils	

English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No CTE certification available, Careers in Manufacturing (CIM) is offered and students go to get a job after completing the work alliance program; future goals will be revised to reflect CIM and the Charter School plans to further develop the work experience program in 2015-16.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Goal 3: All students, including all subgroups, will have equal access to a broad course of study including but not limited to Modern Language, Visual and Performing Arts, and Physical Education	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 6 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify	
Goal Applies to:	Schools: DCA Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	5% increase in participation in Grades 6-8; 5% increase when comparing the number of students enrolled in Modern Language to total enrollment Modern Language texts and curriculum will be 100% aligned with state standards Physical Education curriculum will be 100% aligned with state standards 5% increase in students passing the five Fitness Gram components Grades 5, 7, 9	Actual Annual Measurable Outcomes:	Modern Language participation: Decrease of 5 students; expected increase in participation in 2015-16 Modern Language curriculum: Has been evaluated; implementation expected in 2015-16 Music participation: Increase of 2 students Independent Study PE curriculum: Aligned with state standards Fitness Gram passing: Results expected in July 2015
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Improve standards-based Modern Language Program	Spanish Teacher LCFF Base 17447	Made progress towards improving standards-based Modern Language Program; implementation expected in 2015-16	Spanish Teacher LCFF Base 17447
Scope of Service	Charter-wide	Scope of Service	Charter-wide
<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>Modern Language adoptions aligned with Common Core</p>	<p>Textbooks Lottery Prop 20 5000 Curriculum Common Core 1000</p>	<p>Made progress towards Modern Language adoptions aligned with Common Core; implementation expected in 2015-16</p>	
<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>Physical Education curriculum aligned with state frameworks</p>	<p>Physical Education curriculum and supplies Lottery 4000</p>	<p>Made progress towards Physical Education curriculum aligned with state standards; further purchases needed in 2015-16</p>	
<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>Improve standards-based Physical Education Program</p>	<p>Physical Education through Independent Study LCFF Base 32206</p>	<p>Made progress towards improving standards-based Independent Study Physical Education Program; further purchases needed in 2015-16</p>	<p>Physical Education through Independent Study LCFF Base 32206</p>
<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth</p>		<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth</p>	

Redesignated fluent English proficient Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Although progress was made towards improving standards-based Modern Language Program, implementation is expected in 2015-16. Additionally, further purchases will be needed towards PE curriculum in 2015-16. The Charter School LCAP did not have a goal for music last year, so one will be added.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 4 from prior year LCAP:</p>	<p>Goal 4: All students, including all subgroups, have the right to a safe and healthy environment to achieve social, emotional, and academic success</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: DCA Applicable Pupil Subgroups:</p>	<p>All Low Income pupils English Learners Foster Youth</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment Establish a Parent Advisory Committee; Increase access to information; 5% increase in parent/family volunteers; 5% increase parent/family attendance to parent meetings 3% increase in participation in clubs 60% participation of staff to rate classrooms as baseline; Master Facility Plan to be updated annually; Site facility inspection reports to be completed at every site; Develop/implement CR plan 5% increase in participation in Child Nutrition Program 100% follow-up on medical/health services for targeted students; develop/implement intern program with local universities; 5% decrease in CHKS scores 2% increase in government grants; 2% increase in private grants/donations; 2% increase in community/booster funding; Develop/implement an active Community Business Partnership Program 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98%; Revise discipline plans and 5% decrease in pupil expulsion rates; Increase in student participation of community events; 5% decrease in chronic absenteeism; Increase in student participation of community events; 5% decrease in suspension days Maximize state/local funding to provide new and modernized facilities 95% participation in transition activities; 5% increase in</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Reserve Levels: ELAC participation: Maintained participation at site-level; plan to increase participation with DELAC in 2015-16 Parent Advisory Committee participation: Maintained participation Parent/family volunteers participation: Started tracking volunteers in 2014-15; Informally increased participation in the Home School program Club participation: Increased participation through new clubs (Green Team, Love in Action-PHST Club) Site inspection reports rate of safe/clean/sustainable/attractive classrooms: Child Nutrition participation: Decreased participation by 1.2%; plan to increase participation through Food Service outreach program CHKS: Results expected in 2015-16; about 80% participation Grants received: TUPE & Access Success Grant Donations received: Maintained donations received Attendance rates: Maintained attendance participation of 82% Suspension days: No suspensions in 2014-15 Transition participation: 100% participation in transition activities through student exit conferences to create a plan Post-secondary planning participation: Decrease in participation with Senior Survey Graduation rates: Increase of 2.5% from 59.8% to 62.3%</p>

	participation in post-secondary education planning; 5% decrease in drop outs; Maintain/ increase Graduation Rates; 5% increase in attendance to college
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Maintain Equipment Replacement Reserve	Reserve for Equipment Replacement LCFF Base 4000 Technology Common Core 1394	Made progress towards maintaining Equipment Replacement reserve	Technology Common Core 1247
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: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Improve family and community involvement	Extra classified hours LCFF Supplemental 567 Meeting Supplies LCFF Supplemental 500	Made progress towards improving family and community involvement	Extra classified hours LCFF Supplemental 269
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: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continually provide functional, safe, and clean classrooms, facilities, and	Custodians, Utilities Workers,	We are providing functional, safe, and clean classrooms, facilities, and	Custodians, Utilities Workers, Director

grounds	Director of Facilities, Maintenance Supplies LCFF Base 102706	grounds	of Facilities, Maintenance Supplies LCFF Base 102706
Scope of Service Charter-wide <hr/> X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		Scope of Service Charter-wide <hr/> X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Improve services that promote physical, emotional and mental health	Mental Health and Social/Emotional Interns with the university LCFF Supplemental 1800	Made progress towards improving services that promote physical, emotional and mental health	
Scope of Service Charter-wide <hr/> X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		Scope of Service Charter-wide <hr/> X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Increase outreach partnerships to provide direct/indirect support to students, staff, and community	Bilingual Administrative Assistant LCFF Base 8895 Website Maintenance & Tech Support LCFF Base 15817	Made progress towards increasing outreach partnerships to provide direct/indirect support to students, staff, and community	Bilingual Administrative Assistant LCFF Base 8895 Website Maintenance & Tech Support LCFF Base 15817
Scope of Service Charter-wide <hr/> X All OR: Low Income pupils English Learners Foster Youth		Scope of Service Charter-wide <hr/> X All OR: Low Income pupils English Learners Foster Youth	

Redesignated fluent English proficient Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry	Positive Behavioral Interventions and Support LCFF Supplemental 500 Citizen Awards/Recognition Lottery 2000	Made progress towards improving services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry	
Scope of Service Charter-wide		Scope of Service Charter-wide	
<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide new and modernized facilities	Technology Common Core 1000 Technology Lottery 1500 Technology LCFF Supplemental 45573 Facility Updates LCFF Base 38421	Made progress towards providing new and modernized facilities	Technology Lottery 1500 Technology LCFF Supplemental 24781 Facility Updates LCFF Base 38421
Scope of Service Charter-wide		Scope of Service Charter-wide	
<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Improve smooth transitions	Graduation Supplies, Staffing, and Security LCFF Base 3000 College and Career Readiness	Made progress towards improving smooth transitions	Graduation Supplies, Staffing, and Security LCFF Base 3519 College and Career Readiness LCFF

		LCFF Supplemental 4358			Supplemental 4358
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: (Specify)			<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: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		ELAC participation was maintained at the site-level, but the Charter plans to increase participation at the district-level with DELAC in 2015-16. Additionally, drop-outs were not able to be tracked in prior years, but the Charter school is hoping to track them in the new PowerSchool student information system.			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	Goal 5: All staff including all teachers at Denair Academic Avenues will meet the federal standard for being Highly Qualified	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify	
Goal Applies to:	Schools: DCA Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Develop/implement key criteria/standards/procedures for clerical levels to tailor employee training Review/update all job descriptions 100% completion rate of evaluations with appropriate recommendations	Actual Annual Measurable Outcomes: Clerical Standards: Started monthly secretary meetings to address clerical obstacles and improve clerical skills district-wide Job Descriptions: 7% of job descriptions were updated Evaluations: 100% of evaluations for permanent employees were completed with appropriate recommendations	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Competitive salaries and benefits	Substitutes, Teachers, Benefit Plans LCFF Base 584161 Substitutes, Teachers, Benefit Plans LCFF Supplemental 279714	Progress towards having competitive salaries and benefits; Increase in Substitute pay from \$90/day to \$110/day	Substitutes, Teachers, Benefit Plans LCFF Base 584161 Substitutes, Teachers, Benefit Plans LCFF Supplemental 257006
Scope of Service	Charter-wide	Scope of Service	Charter-wide
<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide the highest quality staff in each position within the Site	Professional Development Common Core 5000	Progress towards providing the highest quality staff in each position within the District; 5-Star Customer Service	Professional Development Common Core 3177

		Professional Development LCFF Supplemental 5719	Training and California Consortium of Independent Study Conference (CCIS)	Professional Development LCFF Supplemental 330
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: (Specify)			<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: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continue updating all job descriptions and expecting 100% evaluation completion rate in 2015-16.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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:	<u>\$399,737</u>
<p>Denair Charter Academy is currently funding services for low income, foster youth, and English learner pupils close to the calculated target rates in a charterwide manner by maintaining low class sizes charterwide and providing a program that focuses on at-risk students. By maintaining low class sizes, Denair Charter Academy can better meet the needs of low income, foster youth, and English learner pupils. Additionally, the selected college and career readiness program will be implemented at the beginning of the LCAP year for use throughout the year by students, parents, and staff. A Positive Behavior Interventions and Support Committee will be formed to improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry. Supplemental and concentration funds will also be used to pay for extra classified hours for community and parent outreach, mental health and social/emotional interns with the University, technology for student and parent use, parent meeting supplies, and various professional development activities for staff.</p> <p>Due to previously funding services close to target rates, the estimated additional Supplemental and Concentration Grant funding is \$32,816.</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.

18.6	%
<p>As Denair Charter Academy’s funding was previously reduced by the state, services for low income, foster youth, and English learner pupils were not reduced proportionally; therefore, Denair Charter Academy will maintain its improved services at no less than the Schools’ Supplemental and Concentration target rate relating to the designated pupils illustrated above.</p> <p>Based on the Minimum Proportionality Percentage calculator, Denair Charter Academy should be providing services for the unduplicated pupils at 19.36% calculated by the</p>	

target Supplemental and Concentration funds divided by the Base grant funds. However, Denair Charter Academy is maintaining its improved services to unduplicated pupils at the Supplemental and Concentration target rates for a higher proportionality than is required:

Supplemental and Concentration Services/Base Services = Proportionality Rate: $\$446,335/\$1,089,580 = 40.96\%$

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).