

Introduction:

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 LCAP Year: 2016/17

Local Control and Accountability Plan and Annual Update Template

The mission of DECA is to provide students with an engaging, nurturing, equitable learning environment, that promotes the development of skills necessary for the 21st century. DECA provides students with the opportunity to reach their full academic potential through critical thinking, effective communication, creativity and collaboration, with a multicultural and multilingual emphasis. DECA facilitates students' educational and personal growth by nurturing and supporting a partnership of students, teachers, families and the community; by building upon research-based educational philosophies. Moreover, DECA designs its academic core through the instructional blocks called "CORE" and elective blocks called "ADVENTURES". The core activities consist of English/language arts; math; science; social studies; and physical education. The elective pathways include, but are not limited to, world/foreign languages, drama, music, art, and dance. In addition, all of the educational experiences are based on thematically integrating character development, technology, and career/college readiness and awareness. Our vision is to provide a learning environment where students of all socio-economic levels and ethnic backgrounds embrace education, exhibit compassion, and accept personal responsibility. The targeted student population consists of families desiring a positive and innovative change in public education with an emphasis on individualized seat time-based instructional support integrating a standards based academic core with visual and performing arts, world/foreign languages, technology, and character development. DECA also recognizes that there are two institutions of learning; the home and the school. Currently the DECA pupil demographics are as follows: 45.75% Latino, 46.76% Anglo or White, .61% Asian, .20% Am Indian/Alaskan Nat, Black/African American .81%, . DECA institutes a comprehensive recruitment and marketing campaign to ensure that its demographics represent those of the District. DECA's dual "two-way" immersion program brings together native speakers of Spanish, with native speakers of English, in the same classroom. Both groups of students develop fluency and literacy in both languages. The early grades are taught mostly in Spanish. The amount of English-language instruction increases as the children progress through the grades. English-language instruction typically reaches 50 percent by fifth grade.

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

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

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Due to being a part of a small school District where all stakeholders are involved in multiple committees, Denair Elementary Charter Academy (DECA) decided to participate in the District's Stakeholder Advisory Committee to help eliminate multiple commitments for stakeholders. These Stakeholder Advisory Committee meetings included DECA Parents, DECA Staff, District Board members, Denair Unified Teachers' Association (DUTA) representatives, California School Employees' Association (CSEA) representatives, DECA Students and community members.</p>	<p>Throughout the 2015-2016 school year, the new goals, objectives, and metrics were being drafted and reviewed with input and support from stakeholders.</p>

District-wide stakeholder meetings:
 2/24/16 included a representative from DUTA (CTA), CSEA, the Board, certificated staff, classified staff, management staff, parents, DECA, DMS, DHS, DCA, and DELAC where we discussed draft goals and objectives needed to meet those goals.
 Concerns: (1) Attract and retain highly qualified teachers should be included in our number one priority; (2) Increase No Excuses University (NEU) and college awareness and at as early an age as Preschool including parent awareness; (3) Develop six exceptional systems; (4) Technology needs and how to address the Digital Divide; (5) Training needed on how to use the tools given in goal one; (6) Include PBIS; (7) Increase interventions and counseling/mental health support; (8) Definition of "positive, interactive climate" requested
 4/27/16
 All stakeholders provided a numerical listing of priorities for District objectives
 5/20/16
 Draft LCAP was shared and reviewed

DECA staff meetings: First Friday of every month (August 14-May 6)
 Discussed the use of Charter Start-up funds and how those funds could be used to meet LCAP goals/objectives related to curriculum and staff development
 DECA Advisory Committee: 8/13/15, 9/10/15, 10/8/15, 11/12/15, 12/10/15, 1/14/16, 2/11/16, 3/10/16, 4/14/16, 5/12/16
 Discussed the use of Charter Start-up funds and how those funds could be used to meet LCAP goals/objectives related to curriculum and staff development
 DECA/SCOE Consultation/Collaboration: 9/4/15, 9/23/15, 10/5/15, 10/14/15, 1/12/16, 1/14/16, 1/28/16
 Discussed math curriculum and goals/objectives related to math

The Denair Elementary Charter Academy Local Control Accountability Plan was posted to the DUSD website as a work in progress and made available to the public for inspection on June 6, 2016. A public hearing on the LCAP plan was conducted June 9, 2016. The plan was reviewed with the Board of Trustees as an Information and Study item during the June 9, 2016 Board meeting.

Annual Update:

While the Board was developing a new Mission and Vision statement, DECA goals and objectives were reviewed for efficiency as well.

Aligned the order of LCAP goals and objectives to DECA's priorities, so that the first objective listed addresses the need for highly qualified teachers. Additionally, all objectives were aligned to the order of DECA priority based on stakeholder input and number of resources allocated to each objective. Objectives and expenditures were updated to reflect NEU.

DECA's LCAP includes all curriculum needs and staff development needs as discussed with stakeholders including PBIS and NEU.

The Draft LCAP was approved at the June 23, 2016 Board Meeting still as a work in progress. It was discussed that the LCAP would come back to the Board throughout the fiscal year to create more of a working document as well.

Annual Update:

Reduced the number of goals from 4 to 2. Goal 1 now addresses both conditions of learning and pupil outcomes while Goal 2 now addresses

engagement.

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 charter-wide.

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>All stakeholders will be provided with the necessary tools to develop the fullest potential in every student to achieve social, emotional, and academic success.</p>	<p>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</p>
<p>Identified Need :</p>	<p>Need: Retain highly qualified staff Metric: Number of staff retained each school year</p> <p>Need: Continually improve the qualifications of staff in each position in the District Metric: Rate of staff receiving professional development relevant to their positions</p> <p>Need: Fully implement and continually improve K-12 reading/language arts implementation of the State Standards Metric: California Assessment of Student Performance and Progress (CAASPP– statewide assessments)</p> <p>Need: Fully implement and continually improve K-12 math implementation of the State Standards Metric: CAASPP</p> <p>Need: Increase Intervention Support for Low Income Students Metric: Participation in After School Homework Club</p> <p>Need: Fully implement and continually improve ELD implementation of the State Standards Metric: CELDT (percentage of students making progress towards English Proficiency), Renaissance Place</p> <p>Need: Continually improve standards-based Science Program Metric: CST</p> <p>Need: Continually improve standards-based Modern Language Program Metric: Participation in Pathways</p> <p>Need: Increase access to Social Services Metric: Participation</p> <p>Need: Science adoptions aligned with Next Generation Science Standards Metric: Site audit and inventory of instructional materials</p> <p>Need: Modern Language adoptions aligned with the State Standards Metric: Site audit and inventory of instructional materials</p> <p>Need: Implement and continually improve the process for two-year tracking of reclassification Metric: Tracking of reclassification</p>	

	<p>Need: Continually improve standards-based Visual and Performing Arts Program Metric: Participation in Pathways</p> <p>Need: Continually improve standards-based Social Science Program Metric: Participation</p> <p>Need: Social Science adoptions aligned with the State Standards Metric: Site audit and inventory of instructional materials</p> <p>Need: Physical Education curriculum aligned with state frameworks and continually improve standards-based Physical Education Program Metric: Site audit and inventory of instructional materials; Fitness Gram</p> <p>Need: Continually provide functional, safe, and clean classrooms, facilities, and grounds Metric: Likert Scale Survey, Master Facility Plan</p> <p>Need: Maintain Equipment Replacement Reserve Metric: Master Equipment Plan</p> <p>Need: Provide new and modernized facilities Metric: Master Facility Plan</p> <p>Need: Develop and continually improve the District's wellness policy Metric: Wellness committee participation</p>	
Goal Applies to:	Schools: DECA	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 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
- CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores
- CELDT: 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
- Instructional Materials Inventory: Science & Social Science texts and curriculum will be 100% aligned with state standards
- CST: 5% increase for those students scoring Proficient and Advanced
- Maintain or increase participation in Social Science Program
- Maintain or increase participation in SES/Intervention programs
- All students will receive Modern Language instruction throughout the week
- Modern Language texts and curriculum will be 100% aligned with state standards
- All 1-5 grade-level students will receive Band instruction throughout the week
- Physical Education curriculum will be 100% aligned with state standards
- 5% increase in students passing the five Fitness Gram components Grade 5
- Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment
- Increase in rate of safe, clean, sustainable and attractive classrooms; Master Facility Plan to be updated annually; Site facility inspection reports to be completed
- Maximize state/local funding to provide new and modernized facilities
- Reclassification tracking: Increase or maintain the number of students being tracked for reclassification

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Retain highly qualified staff	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base 1557497 Teachers, Support/Clerical Staff, Substitutes, Benefit Plans LCFF Supplemental 563938 Teachers, Support/Clerical Staff, Substitutes, Benefit Plans Charter Start-up 558734 Special Education Teachers, Support/Clerical Staff, Substitutes, Benefit Plans Special Education 289844 Food Servers/Cashiers, Substitutes, Benefit Plans Food Service 44039
Continually improve the qualifications of staff in each	Charter-wide	<u>X</u> All	Professional Development/NEU Charter Start-up 15000

<p>position in the District</p>		<p>OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Professional Development One-time Unrestricted 34716 Professional Development LCFF Supplemental 30416 Professional Development Educator Effectiveness 11390 Additional Professional Development Title I 4631</p>
<p>Fully implement and continually improve K-12 reading/language arts implementation of the State Standards</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>Curriculum Copies Lottery 6100 Professional Development LCFF Supplemental 2281</p>
<p>Fully implement and continually improve K-12 math implementation of the State Standards</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 One-time Unrestricted 3150 Professional Development LCFF Supplemental 578</p>
<p>Increase Intervention Support</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Intervention for other students who struggle LCFF Supplemental 1159 Additional intervention for other students who struggle Title I 636</p>
<p>Fully implement and continually improve ELD implementation of the State Standards</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: Low Income pupils</p>	<p>Additional staff hours and materials needed to improve English Learner program LCFF Supplemental 10843</p>

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bilingual Aide to support and improve the ELD implementation Title III 15738
Continually 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)	Materials to improve the standards-based Science Program Lottery 9801
Continually 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)	Dual-Immersion supplemental materials LCFF Supplemental 3882 Professional Development LCFF Supplemental 5003
Increase access to Social Services	Charter-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increased access through Counselor/Learning Director Charter Start-up 36095
Science adoptions aligned with Next Generation Science Standards	Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Supplemental Materials Lottery 2900 Instructional Materials Lottery Prop 20 7241

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Modern Language adoptions aligned with the State Standards	Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Textbooks Charter Start-up 7000 Workbooks Lottery Prop 20 2100
Fully implement and continually improve the process for two-year tracking of reclassification	Charter-wide	<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)	Professional Development LCFF Supplemental 5000
Continually improve standards-based Visual and Performing Arts 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)	Charter Elective Supplies Charter Start-up 5000
Continually improve standards-based Social 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	Instructional Materials Lottery 9063

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Social Science adoptions aligned with the State Standards	Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Textbooks/Workbooks Charter Start-up 500
Physical Education curriculum aligned with state frameworks and continually improve standards-based Physical Education 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)	Physical Education curriculum and supplies Lottery Prop 20 10046 Additional Physical Education curriculum and supplies LCFF Supplemental 6000 Outside services to improve the Physical Education program One-time Unrestricted 1270
Continually provide functional, safe, and clean classrooms, facilities, and grounds	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)	Maintenance Supplies/Equipment/Charter Share of Custodial and Maintenance services Maintenance 189402 Ongoing Utilities LCFF Base 92623
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	Reserve for Equipment Replacement/Maintenance Charter Start-up 14000 Reserve for Equipment Replacement/Maintenance Lottery 13000 Reserve for Equipment Replacement/Maintenance Maintenance 178

		_ Other Subgroups: (Specify)	
Provide new and modernized facilities	Charter-wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Facility Updates/Repairs Maintenance 10532 Charter Share of Facility Charges/Services LCFF Base 82340
Develop and continually improve the District's wellness policy	Charter-wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Meeting Supplies and after hours for food service/wellness staff Food Service 2493

LCAP Year 2: 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
- CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores
- CELDT: 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
- Instructional Materials Inventory: Science & Social Science texts and curriculum will be 100% aligned with state standards
- CST: 5% increase for those students scoring Proficient and Advanced
- Maintain or increase participation in Social Science Program
- Maintain or increase participation in SES/Intervention programs
- All students will receive Modern Language instruction throughout the week
- Modern Language texts and curriculum will be 100% aligned with state standards
- All 1-5 grade-level students will receive Band instruction throughout the week
- Physical Education curriculum will be 100% aligned with state standards
- 5% increase in students passing the five Fitness Gram components Grade 5
- Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment
- Increase in rate of safe, clean, sustainable and attractive classrooms; Master Facility Plan to be updated annually; Site facility inspection reports to be completed
- Maximize state/local funding to provide new and modernized facilities
- Reclassification tracking: Increase or maintain the number of students being tracked for reclassification

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Retain highly qualified staff	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base 1602088 Teachers, Support/Clerical Staff, Substitutes, Benefit Plans LCFF Supplemental 580084 Teachers, Support/Clerical Staff, Substitutes, Benefit Plans Charter Start-up 574731 Special Education Teachers, Support/Clerical Staff, Substitutes, Benefit Plans Special Education 298142 Food Servers/Cashiers, Substitutes, Benefit Plans Food Service 45466
Continually improve the qualifications of staff in each	Charter-wide	<u>X</u> All	Professional Development LCFF Supplemental 30000

<p>position in the District</p>		<p>OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Professional Development Educator Effectiveness 6000 Additional Professional Development Title I 4500</p>
<p>Fully implement and continually improve K-12 reading/language arts implementation of the State Standards</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>Curriculum Copies Lottery 6000 Professional Development LCFF Supplemental 2000</p>
<p>Fully implement and continually improve K-12 math implementation of the State Standards</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 3500</p>
<p>Increase Intervention Support</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Intervention for other students who struggle LCFF Supplemental 2000</p>
<p>Fully implement and continually improve ELD implementation of the State Standards</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: Low Income pupils</p>	<p>Additional staff hours and materials needed to improve English Learner program LCFF Supplemental 10000</p>

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bilingual Aide to support and improve the ELD implementation Title III 16098
Continually 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)	Materials to improve the standards-based Science Program Lottery 5000
Continually 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)	Dual-Immersion supplemental materials Charter Start-up 5000 Professional Development LCFF Supplemental 10000
Increase access to Social Services	Charter-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increased access through Counselor/Learning Director Charter Start-up 37128
Science adoptions aligned with Next Generation Science Standards	Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Textbooks/Workbooks Lottery Prop 20 7500 Supplemental Materials Lottery 2900

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Modern Language adoptions aligned with the State Standards	Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Textbooks Charter Start-up 7000 Workbooks Lottery Prop 20 2100
Fully implement and continually improve the process for two-year tracking of reclassification	Charter-wide	<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)	Professional Development LCFF Supplemental 5000
Continually improve standards-based Visual and Performing Arts 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)	Charter Elective Supplies Charter Start-up 5000
Continually improve standards-based Social 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	Instructional Materials Lottery 7500

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Social Science adoptions aligned with the State Standards	Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Textbooks/Workbooks Lottery Prop 20 500
Physical Education curriculum aligned with state frameworks and continually improve standards-based Physical Education 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)	Physical Education curriculum and supplies LCFF Supplemental 6000
Continually provide functional, safe, and clean classrooms, facilities, and grounds	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)	Maintenance Supplies/Equipment/Charter Share of Custodial and Maintenance services Maintenance 190000 <hr/> Ongoing Utilities LCFF Base 90000
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	Reserve for Equipment Replacement/Maintenance Charter Start-up 14000 <hr/> Reserve for Equipment Replacement/Maintenance Lottery 13000

		_ Other Subgroups: (Specify)	
Provide new and modernized facilities	Charter-wide	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Facility Updates/Repairs Maintenance 15000 <hr/> Charter Share of Facility Charges/Services LCFF Base 80000
Develop and continually improve the District's wellness policy	Charter-wide	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Meeting Supplies and after hours for food service/wellness staff Food Service 2500

LCAP Year 3: 2018-19

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
- CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores
- CELDT: 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
- Instructional Materials Inventory: Science & Social Science texts and curriculum will be 100% aligned with state standards
- CST: 5% increase for those students scoring Proficient and Advanced
- Maintain or increase participation in Social Science Program
- Maintain or increase participation in SES/Intervention programs
- All students will receive Modern Language instruction throughout the week
- Modern Language texts and curriculum will be 100% aligned with state standards
- All 1-5 grade-level students will receive Band instruction throughout the week
- Physical Education curriculum will be 100% aligned with state standards
- 5% increase in students passing the five Fitness Gram components Grade 5
- Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment
- Increase in rate of safe, clean, sustainable and attractive classrooms; Master Facility Plan to be updated annually; Site facility inspection reports to be completed
- Maximize state/local funding to provide new and modernized facilities
- Reclassification tracking: Increase or maintain the number of students being tracked for reclassification

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Retain highly qualified staff	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base 1647525 Teachers, Support/Clerical Staff, Substitutes, Benefit Plans LCFF Supplemental 596535 Teachers, Support/Clerical Staff, Substitutes, Benefit Plans LCFF Supplemental 591031 Special Education Teachers, Support/Clerical Staff, Substitutes, Benefit Plans Special Education 306598 Food Servers/Cashiers, Substitutes, Benefit Plans Food Service 46926
Continually improve the qualifications of staff in each	Charter-wide	<u>X</u> All	Professional Development LCFF Supplemental 30000

<p>position in the District</p>		<p>OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Additional Professional Development Title I 4500</p>
<p>Fully implement and continually improve K-12 reading/language arts implementation of the State Standards</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>Curriculum Copies Lottery 6000 Professional Development LCFF Supplemental 2000</p>
<p>Fully implement and continually improve K-12 math implementation of the State Standards</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 3500</p>
<p>Increase Intervention Support</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Intervention for other students who struggle LCFF Supplemental 3000</p>
<p>Fully implement and continually improve ELD implementation of the State Standards</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: Low Income pupils</p>	<p>Additional staff hours and materials needed to improve English Learner program LCFF Supplemental 10000</p>

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bilingual Aide to support and improve the ELD implementation Title III 16500
Continually 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)	Materials to improve standards-based science program Lottery 5000
Continually 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)	Dual-Immersion supplemental materials Charter Start-up 5000 Professional Development LCFF Supplemental 10000
Increase access to Social Services	Charter-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increased access through Counselor/Learning Director Charter Start-up 38181
Science adoptions aligned with Next Generation Science Standards	Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Textbooks/Workbooks Lottery Prop 20 7500 Supplemental Materials Lottery 2900

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Modern Language adoptions aligned with the State Standards	Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Textbooks Charter Start-up 7000 Workbooks Lottery Prop 20 2100
Fully implement and continually improve the process for two-year tracking of reclassification	Charter-wide	<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)	Professional Development LCFF Supplemental 5000
Continually improve standards-based Visual and Performing Arts 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)	Charter Elective Supplies Charter Start-up 5000
Continually improve standards-based Social 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	Instructional Materials Lottery 7500

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Social Science adoptions aligned with the State Standards	Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Textbooks/Workbooks Lottery Prop 20 500
Physical Education curriculum aligned with state frameworks and continually improve standards-based Physical Education 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)	Physical Education curriculum and supplies LCFF Supplemental 6000
Continually provide functional, safe, and clean classrooms, facilities, and grounds	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)	Maintenance Supplies/Equipment/Charter Share of Custodial and Maintenance services Maintenance 190000 <hr/> Ongoing Utilities LCFF Base 90000
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	Reserve for Equipment Replacement/Maintenance Lottery 13000 <hr/> Reserve for Equipment Replacement/Maintenance Charter Start-up 14000

		_ Other Subgroups: (Specify)	
Provide new and modernized facilities	Charter-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Facility Updates/Repairs Maintenance 15000 Charter Share of Facility Charges/Services LCFF Base 80000
Develop and continually improve the District's wellness policy	Charter-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Meeting Supplies and after hours for food service/wellness staff Food Service 2500

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

<p>GOAL 2:</p>	<p>All stakeholders will experience and help to support the positive, interactive climate being fostered at DECA.</p>		<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Need: Continually improve services that promote physical, emotional and mental health Metric: Participation, CHKS</p> <p>Need: Continually improve student involvement Metric: Participation</p> <p>Need: Continually improve family and community involvement Metric: Participation</p> <p>Need: Continually improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry Metric: Attendance, Suspensions, Expulsions, Absenteeism, Participation</p> <p>Need: Increase outreach partnerships to provide direct/indirect support to students, staff, and community Metric: Grants received, Participation</p> <p>Need: Continually improve ELD support and increase computer access for English Learner parents Metric: Participation</p> <p>Need: Increase student access to the library Metric: Hours of operation</p> <p>Need: Ongoing communication with Multi-Agencies Metric: Participation</p> <p>Need: Continually improve smooth transitions Metric: Participation</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>DECA</p>	<p>Applicable Pupil Subgroups: All</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain increased student access to the library • 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 • Increase in participation in annual student council training workshop Grades 4-5 • 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; 5% decrease in chronic absenteeism; Increase in student participation of community events; 5% decrease in suspension days • 80% participation in Kindergarten Round-up; 95% participation in transition activities
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continually 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 for translation and child care to increase parent involvement at DECA LCFF Supplemental 123 Parent Communication and Outreach Charter Start-up 10000 Additional Parent Communication and Outreach Lottery 10000 Parent Meeting Supplies One-time Unrestricted 410
Continually improve student involvement	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Transportation for home to school and other activities LCFF Supplemental 10000
Continually improve services that promote physical, emotional and mental health	Charter-wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Nursing services and medical supplies LCFF Base 30884 Special Education services/Speech Pathologist Special Education 528913

<p>Continually improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry</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>Positive Behavioral Interventions and Support LCFF Supplemental 1000</p>
<p>Increase outreach partnerships to provide direct/indirect support to students, staff, and community</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>Field Trips Lottery 1476</p>
<p>Continually improve ELD support and increase computer access for English Learner parents</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>Additional classified hours and benefits LCFF Supplemental 1542</p>
<p>Increased student access to the library</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>Additional library supplies One-time Unrestricted 1760 Additional library supplies Charter Start-up 3500</p>

Ongoing communication with Multi-Agencies	Charter-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Extra Classified Hours LCFF Supplemental 309
Continually 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 Redesignated fluent English proficient Other Subgroups: (Specify)	Kinder Round-up/ Transition Activities Charter Start-up 5000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- Maintain increased student access to the library
- 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
- Increase in participation in annual student council training workshop Grades 4-5
- 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; 5% decrease in chronic absenteeism; Increase in student participation of community events; 5% decrease in suspension days
- 80% participation in Kindergarten Round-up; 95% participation in transition activities

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continually 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 translation and child care to increase parent involvement at DECA LCFF Supplemental 1000 Parent Communication and Outreach Lottery 10000

Continually improve student involvement	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Transportation for home to school and other activities LCFF Supplemental 10000
Continually 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)	Nursing services and medical supplies LCFF Base 30000 Special Education services/Speech Pathologist LCFF Base 520000
Continually 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 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)	Field Trips Lottery 1500
Continually improve ELD support and increase computer access for English Learner parents	Charter-wide	<input checked="" type="checkbox"/> All	Additional classified hours and benefits LCFF Supplemental

		OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1500
Increased student access to the library	Charter-wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Additional library supplies LCFF Supplemental 3500
Ongoing communication with Multi-Agencies	Charter-wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Extra Classified Hours LCFF Supplemental 500
Continually 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 Redesignated fluent English proficient Other Subgroups: (Specify)	Kinder Round-up/ Transition Activities LCFF Supplemental 5000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Maintain increased student access to the library
- 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
- Increase in participation in annual student council training workshop Grades 4-5
- 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; 5% decrease in chronic absenteeism; Increase in student participation of community events; 5% decrease in suspension days
- 80% participation in Kindergarten Round-up; 95% participation in transition activities

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continually improve family and community involvement	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Extra classified hours for translation and child care to increase parent involvement at DECA LCFF Supplemental 1000 Parent Communication and Outreach Lottery 10000
Continually improve student involvement	Charter-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Transportation for home to school and other activities LCFF Supplemental 10000
Continually 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)	Nursing services and medical supplies LCFF Base 30000 Special Education services/Speech Pathologist LCFF Base 520000

<p>Continually improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry</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>Positive Behavioral Interventions and Support LCFF Supplemental 1000</p>
<p>Increase outreach partnerships to provide direct/indirect support to students, staff, and community</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>Field Trips Lottery 1500</p>
<p>Continually improve ELD support and increase computer access for English Learner parents</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>Additional classified hours and benefits LCFF Supplemental 1500</p>
<p>Increased student access to the library</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>Additional library supplies LCFF Supplemental 3500</p>

<p>Ongoing communication with Multi-Agencies</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Extra Classified Hours LCFF Supplemental 500</p>
<p>Continually improve smooth transitions</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 Other Subgroups: (Specify)</p>	<p>Kinder Round-up/ Transition Activities LCFF Supplemental 5000</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:	Previous Goal 1 (15-16): 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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	DECA	
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups: All <ul style="list-style-type: none"> • CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores • CELDT: 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 • Instructional Materials Inventory: Science & Social Science texts and curriculum will be 100% aligned with state standards • CST: 5% increase for those students scoring Proficient and Advanced • Maintain or increase participation in Social Science Program • Maintain or increase participation in SES/Intervention programs 		Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> • CAASPP: Creating a baseline of data in 15-16, results are expected in the fall • RFEP: The percentage of students being reclassified as fluent English proficient increased from 15% to 22%, a 7% increase. • Science & Social Science Curriculum: All texts aligned with state standards; Science pending availability of NGSS materials; Social Science pending availability of standards materials • CST: Creating a baseline of data in 15-16, results are expected in the fall • Social Science Program Participation: 100% participation • SES/Intervention programs Participation: 13% participation in Summer School Intervention Activities
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Fully implement K-5 reading/language arts implementation of Common Core	Budgeted Expenditures	Created an ELA/ELD Curriculum Committee and will be piloting a new program in 16-17.	Estimated Actual Annual Expenditures
	Technology Charter Start-up 25000		Staff extra hours and benefits LCFF Supplemental 2040
	Curriculum Copies Lottery 5000		Online licenses Lottery 6013
	Professional Development LCFF Supplemental 5000 Assessments LCFF Base 500		
Scope of Service	Charter-wide	Scope of Service	Charter-wide

<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> <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><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> <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>Fully implement K-12 math implementation of Common Core</p>	<p>Technology Charter Start-up 25000 Curriculum Copies Lottery 5000 Professional Development LCFF Supplemental 5000 Assessments LCFF Base 500</p>	<p>Piloted My Math in partnership with SOCE Curriculum Services and subsequently adopted the curriculum for the 16-17 school year.</p>	<p>My Math curriculum One-time Unrestricted 58160 Staff extra hours and benefits LCFF Supplemental 630</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charter-wide</td> </tr> </table> <hr/> <p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> <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) 	Scope of Service	Charter-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charter-wide</td> </tr> </table> <hr/> <p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> <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) 	Scope of Service	Charter-wide	
Scope of Service	Charter-wide						
Scope of Service	Charter-wide						
<p>Fully implement ELD implementation of Common Core</p>	<p>Technology Charter Start-up 10000 Textbooks Lottery Prop 20 5000 Professional Development LCFF Supplemental 5000 Assessments LCFF Base 500</p>	<p>Created an ELA/ELD Curriculum Committee and will be piloting a new program in 16-17.</p>	<p>Staff extra hours and benefits LCFF Supplemental 4013 Staff extra hours and benefits Title III 12931</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charter-wide</td> </tr> </table>	Scope of Service	Charter-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charter-wide</td> </tr> </table>	Scope of Service	Charter-wide	
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Science adoptions aligned with Common Core	Textbooks Lottery Prop 20 2000	Pending availability of Next Generation Science Standards (NGSS) materials.	Outside services Lottery 1863 Instructional materials Lottery Prop 20 16833
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)	
Improve standards-based Science Program	Professional Development LCFF Supplemental 1000	Teachers with a Science focus attended NGSS professional development at SCOE	Supplemental instructional materials Lottery 10488
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)	
Social Science adoptions aligned with Common Core	Textbooks Lottery Prop 20 2000	Pending availability of Social Science standards materials.	Supplemental Materials/Workbooks Charter Start-up 408

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Improve standards-based Social Science Program	Professional Development LCFF Supplemental 1000	Social Science professional development was integrated within the ELA/ELD curriculum development partnership with SCOE.	No additional costs in 15-16 for Social Science professional development. LCFF Supplemental 0				
<table border="1"> <tr> <td>Scope of Service</td> <td>Charter-wide</td> </tr> </table>	Scope of Service	Charter-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>Charter-wide</td> </tr> </table>	Scope of Service	Charter-wide	
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Increase Intervention Support; Increased access to Social Services	SES Title I 35000 Summer Program Title I 5000 Additional intervention for other students who struggle; After School Homework Club LCFF Supplemental 35000	Increased availability of intervention over the summer for low income and foster youth due to additional teachers providing summer services. Utilized County Mental Health, Jessica's House, and the Turlock Chaplan's Program to increase social services while also adding a position with a Pupil Personnel Services credential required.	Staff intervention hours and benefits LCFF Supplemental 12922 Pupil personnel services and benefits Charter Start-up 91785				
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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)		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)													
Implement a process for two-year tracking of redesignation	Assessments LCFF Base 500	A process for two-year tracking was implemented in 14-15 and was improved upon in 15-16 with the support of the new EL Coordinator.	Additional classified hours and benefits Title III 1385												
<table border="1"> <tr> <td data-bbox="86 505 233 586">Scope of Service</td> <td data-bbox="233 505 562 586">Charter-wide</td> </tr> <tr> <td colspan="2" data-bbox="86 586 562 651"> <input type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="86 651 562 894"> 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) </td> </tr> </table>	Scope of Service	Charter-wide	<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)			<table border="1"> <tr> <td data-bbox="1031 505 1178 586">Scope of Service</td> <td data-bbox="1178 505 1522 586">Charter-wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 586 1522 651"> <input type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="1031 651 1522 894"> 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) </td> </tr> </table>	Scope of Service	Charter-wide	<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)		
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 1 actions have been rolled into the new goal 1 which aligns the LCAP goals to the Charter's current goals and priorities.														

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:	Previous Goal 2 (15-16): 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:	DECA Applicable Pupil Subgroups: All English Learners		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> All students will receive Modern Language instruction throughout the week Modern Language texts and curriculum will be 100% aligned with state standards All 1-5 grade-level students will receive Band instruction throughout the week Physical Education curriculum will be 100% aligned with state standards 5% increase in students passing the five Fitness Exam components Grade 5 Increase hours of operation in the library 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Modern Language Participation: 100% school-wide participation in Modern Language Band/Music: 100% school-wide participation in Music Physical Education Curriculum: All texts are state standards aligned, PE supplemental materials are utilized Fitness Exam: First Fitness Exam completed in 15-16; results expected in 17-18 Library: Increased hours of operation in the library from 3.5 hours to a full-day access
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Improve standards-based Modern Language Program		Spanish Teachers LCFF Supplemental 49342	Implemented a dual-language program and opened a new Spanish lab which has 100% school-wide participation. Dual Immersion materials and services Charter Start-up 69969 Professional Development LCFF Supplemental 4789	
		Spanish Teachers Charter Start-up 74013		
		Dual-Immersion Teachers; 2 additional teachers to be added each year until there are 2 teachers at each grade level starting with Kindergarten in 2015-16 Charter Start-up 120917		

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)		Textbooks Lottery Prop 20 1000 Dual-Immersion Curriculum Charter Start-up 10000 Spanish Lab Materials Charter Start-up 1000 Technology Charter Start-up 5000	<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)		Adopted the Dual-Language Program called Sonderos. Dual Immersion curriculum Charter Start-up 39053 Additional modern language workbooks/instructional materials Lottery Prop 20 2410
Scope of Service	Charter-wide		Scope of Service	Kinder Dual-Language Classrooms	
<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)		Band Teacher LCFF Base 22465 Charter Electives LCFF Base 10000	<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)		Increased access to Music with 100% school-wide access to Band/Music. Musical Instruments and Band Room set-up Charter Start-up 11072
Scope of Service	Charter-wide		Scope of Service	Charter-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Physical Education curriculum aligned with state frameworks</p>	<p>Physical Education curriculum and supplies Lottery 3000</p>	<p>PE supplies/materials purchased to supplement the program and align to the state frameworks.</p>	<p>Instructional supplies/materials Lottery Prop 20 10046 Additional supplemental materials LCFF Supplemental 5393</p>
<p>Scope of Service Charter-wide</p>		<p>Scope of Service 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><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>Improve standards-based Physical Education Program</p>	<p>PE Teacher LCFF Base 50883 PE Aides LCFF Base 19212</p>	<p>Collaboration between 5th Grade Teachers and PE Teacher to train on Fitness Exam.</p>	<p>No additional costs to the program - all salaries are included in Goal 4. LCFF Base 0</p>
<p>Scope of Service Charter-wide</p>		<p>Scope of Service 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><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>Increase student access to the library</p>	<p>Library Tech LCFF Base 11078 Library Tech (increase in hours) LCFF Supplemental 12552</p>	<p>Increased hours of operation in the library from 3.5 hours to a full-day access.</p>	<p>Additional library hours One-time Unrestricted 1760 Additional library hours and materials Charter Start-up 2999</p>

Scope of Service	Charter-wide		Scope of Service	Charter-wide	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			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?	All Goal 2 actions have been rolled into the new goal 1 which aligns the LCAP goals to the Charter's current goals and priorities, except for increased access to the library which has been rolled into the new goal 2.				

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 3 from prior year LCAP:</p>	<p>Previous Goal 3 (15-16): 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>Goal Applies to:</p>	<p>Schools:</p>	<p>DECA</p>	<p>Applicable Pupil Subgroups: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> 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 Increase in participation in annual student council training workshop Grades 4-5 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; 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 80% participation in Kindergarten Round-up; 95% participation in transition activities 		<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Equipment Reserve: Maintained reserve levels Advisory Committee Participation: Held 1 meeting per month with an average of 5 attendees Student Council Participation: 50 Students participated in either Student Council or the SHA Club Safe, clean, sustainable and attractive classrooms Rate: Site inspections completed by DECA's property insurance provider (CRSIG); the new Director of Facilities, Construction, Maintenance, Operations, and Transportation (FCMOT) is working through the areas of concern Master Facility Plan: Working on developing a roofing plan in addition to addressing areas of need Site facility inspection reports Completion Rate: Site inspections completed by DECA's property insurance provider (CRSIG); the new Director of Facilities, Construction, Maintenance, Operations, and Transportation (FCMOT) is working through the areas of concern Child Nutrition Program Participation: Created a baseline of 33.29% in breakfast and 10.36% in lunch Medical/health services Follow-up: 100% follow-up on all medical/health services for targeted students Government grants: Did not qualify for any new grants due to first year of operation; plan to apply for Prop 39 Clean Energy Grant in 16-17 Private grants/ donations: Received approximately \$13,800 in donations Community/booster funding: No increases to direct funding;

			<p>Partnered with parent groups that funded field trips directly instead of being a cost to DECA</p> <ul style="list-style-type: none"> • Community Business Partnership Program Participation: Partnered with the county office on choosing and implementing the My Math program as well as the Robotics program • Attendance rates: Created a baseline of 95.72% • Pupil expulsion rates: Created a baseline of 0% • Chronic absenteeism: Created a baseline of 20% • Community events Participation: 100% participation in at least one of the following events: Dia del Nino, Book Fair, Art Show or Science Fair • Suspension days: Created a baseline of 23 days • New and modernized facilities: Updated and repaired one wing of classrooms while converting them to the new Spanish Lab and Library • Kindergarten Round-up: 100% participation • Transition activities Participation: 100% participation in transitional bridge activities
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Maintain Equipment Replacement Reserve		Reserve for Equipment Replacement Charter Start-up 75000	<p>This goal now includes equipment maintenance as well to prolong the life of equipment and help the reserves last longer.</p> <p>Instructional Equipment Charter Start-up 51428</p> <p>Instructional Equipment and maintenance Lottery 12044</p> <p>Maintenance Equipment Maintenance 955</p>
Scope of Service	Charter-wide		
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<p>Improve family and community involvement</p>	<p>Extra classified hours for translation and child care to increase parent involvement at DECA and increase communication with parents</p> <p>LCFF Supplemental 1000</p> <p>Parent Meeting Supplies including a parent meeting describing the new SBAC testing process and how practice tests can be accessed Lottery 2000</p>	<p>Changed the volunteer process to make it more efficient and plan to continue tracking volunteers and parent involvement for verifying the effectiveness of the process.</p>	<p>Parent outreach services One-time Unrestricted 375</p> <p>Parent outreach services Charter Start-up 19419</p> <p>Additional classified hours for parent communication LCFF Supplemental 66</p> <p>Parent outreach services Lottery 8038</p>								
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<p>Continually provide functional, safe, and clean classrooms, facilities, and grounds</p>	<p>Custodians, Utilities Workers, Director of Facilities, Maintenance Supplies LCFF Base 114262</p>	<p>Increased the number of custodians supporting DECA to include a daytime custodian.</p>	<p>Custodial supplies LCFF Base 6982</p> <p>Ongoing Utilities/Services LCFF Base 90623</p> <p>Maintenance supplies and other maintenance services Maintenance 10492</p>								
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<p>Improve services that promote physical, emotional and mental health</p>	<p>Mental Health and Social/Emotional Interns with the university LCFF Supplemental 1000</p>	<p>Plan to continue to improve services that promote physical, emotional and mental health.</p>	<p>Medical supplies LCFF Base 255 Special education materials and additional classified hours and benefits Special Education 1665 Food service extra hours and benefits Food Service 4737</p>																																
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<p>Increase outreach partnerships to provide direct/indirect support to students, staff, and community</p>	<p>Bilingual Administrative Assistant LCFF Base 29247 Website Maintenance LCFF Base 6365</p>	<p>Plan to continue to increase partnerships to provide direct/indirect support to students, staff and community.</p>	<p>Student Field Trips Lottery 2400</p>																																
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<p>Improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry</p>	<p>Positive Behavioral Interventions and Support LCFF Supplemental 1500 Citizen Awards/Recognition Lottery 500</p>	<p>Plan to continue to improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry.</p>	<p>Student Incentives/Awards LCFF Supplemental 765</p>																																

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Provide new and modernized facilities		Technology Lottery 5000 Facility Updates LCFF Base 52287 Technology Charter Start-up 5000	Made some facility updates; plan to continue updating facilities on an as needed basis.		Facility Updates/Repairs Maintenance 10531
Scope of Service	Charter-wide		Scope of Service	Charter-wide	
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Improve smooth transitions		Kinder Round-up/ Transition Activities LCFF Supplemental 2000	Working towards improving smooth transitions by piloting a bridge program over the summer to be revamped in 2017 due to low participation in 2016.		Transition activities and materials Charter Start-up 17912
Scope of Service	Charter-wide		Scope of Service	Charter-wide	
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<p>Improve ELD support and increase access for English Learner parents</p>	<p>Portable sound system with wireless headphones for translation services Title I 1500</p>	<p>Plan to utilize bilingual clerical employees in the main office to better support English Learner parents and families.</p>	<p>Teacher and classified ELD support including benefits LCFF Supplemental 28176</p>																																
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<p>Ongoing communication with Multi-Agencies</p>	<p>Extra Classified Hours LCFF Supplemental 500</p>	<p>Continuing to provide services through the District's homeless liaison.</p>	<p>Extra classified hours LCFF Supplemental 312</p>																																
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<p>Improve Student Involvement</p>	<p>Incentives Lottery 500</p>	<p>Increased student involvement through creating a student council at DECA as well as the Sociedad Hispanica de Amistad (SHA) Club.</p>	<p>Transportation/Field Trips LCFF Supplemental 10284 Student entry fees for Field Trips Lottery 40</p>																																

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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All Goal 3 actions have been rolled into the new goal 2 which aligns the LCAP goals to the Charter's current goals and priorities, except for facilities and equipment which have been rolled into the new goal 1.				

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 4 from prior year LCAP:	Previous Goal 4 (15-16): All staff including all teachers at Denair Elementary Charter Academy 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:	DECA Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> Clerical Training: Maintained participation in monthly secretary meetings/trainings Job descriptions: Only a few of the job descriptions were updated, due to changes in administration and the Human Resources department. Evaluations: 100% evaluations completed
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Competitive salaries and benefits		Substitutes, Teachers, Benefit Plans LCFF Base 1060247	Working towards retaining highly qualified staff and will start tracking staff turnover by utilizing an exit survey in 16-17 Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base 1442384 Teachers, Support/Clerical Staff, Substitutes, Benefit Plans LCFF Supplemental 556688 Dual Immersion Teachers, Support/Clerical Staff, Substitutes, Benefit Plans Charter Start-up 216862 Special Education Teachers, Support Staff, Substitutes, Benefit Plans Special Education 244389 Food Server/Cashiers, Benefit Plans Food Service 35555	
		Substitutes, Teachers, Benefit Plans LCFF Supplemental 518024		
Scope of Service	Charter-wide		Scope of Service	Charter-wide

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Provide the highest quality staff in each position within the Site</p>	<p>Professional Development / NEU Charter Start-up 15000</p>	<p>Provided professional development both onsite and offsite. Plan to continue tracking professional development provided</p>	<p>Professional Development One-time Unrestricted 23284</p> <p>Professional Development Charter Start-up 29130</p> <p>Professional Development LCFF Supplemental 21995</p>				
<table border="1"> <tr> <td data-bbox="86 659 233 735">Scope of Service</td> <td data-bbox="233 659 562 735">Charter-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Charter-wide		<table border="1"> <tr> <td data-bbox="1026 659 1180 735">Scope of Service</td> <td data-bbox="1180 659 1520 735">Charter-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Charter-wide	
Scope of Service	Charter-wide						
Scope of Service	Charter-wide						
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>All Goal 4 actions have been rolled into the new goal 1 which aligns the LCAP goals to the Charter's current goals and priorities.</p>						

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 charter-wide 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>\$537,424</u>
<p>Denair Elementary Charter Academy plans to spend Supplemental and Concentration Grant funds at the target levels in a charter-wide manner by providing low class sizes charter-wide, as well as providing home-to-school transportation. By maintaining low class sizes and providing home-to-school transportation, Denair Elementary Charter Academy can better meet the needs of low income, foster youth, and English learner pupils. Additionally, a Positive Behavior Interventions and Support Committee will be created 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, Kinder Round-up and other transition activities, additional intervention supports, staff development in common core and other areas, and creating/providing Spanish instruction to all students through the use of a Spanish lab and library.</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.

14.99	%
<p>Based on the Minimum Proportionality Percentage calculator, Denair Elementary Charter Academy should be providing services for the unduplicated pupils at 14.99% calculated by the target Supplemental and Concentration funds divided by the Base grant funds. However, Denair Elementary Charter Academy plans to provide services to unduplicated pupils at/above the Supplemental and Concentration target rates for a higher proportionality than is required:</p> <p>Supplemental and Concentration Services/Base Services = Proportionality Rate: $\\$638,192/\\$3,597,317 = 17.74\%$</p>	

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).