

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

LEA: Lake County International Charter School Contact (Name, Title, Email, Phone Number): Gwendolyn Maupin-Ahern, Director, Gwendolyn@lcics.org, 707-350-2484 LCAP Year: 2014

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of 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 adopted by the state board for all pupils, including English learners. (Priority 2)*

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>LCICS used multiple methods to engage our community of stakeholders. Our first step was to hold a meeting to discuss our strengths and weaknesses with our extended community, including parents, teachers, staff and Council members.</p> <p>An initial questionnaire was established based on this discussion and was sent to all of our K-8 student’s families.</p> <p>A second questionnaire with a description of the state priorities as they relate to the creation of the LCAP went out approximately 6 weeks later, to all families and staff.</p> <p>We then held a formal Council meeting, with the LCAP posted on the agenda as a discussion item. The agenda was posted both on the website and physically at key locations throughout the school Teachers also included this information to their students with their weekly letters and verbally encouraged everyone to participate.</p> <p>The LCAP was listed as discussion item once again on the agenda for the May 27th Council meeting with the final approval date set for June 26th.</p>	<p>The meetings and surveys rendered some common themes, which are identified below. These are reflected in the goals, action/services and investments of our school. These included:</p> <ul style="list-style-type: none"> • Increase K-2 literacy. • Increase mathematical proficiency. • Increase attendance rate. • Increase in the number of computers and band width to facilitate a smoother experience with the smarter balanced testing. • Increase access to art in a meaningful way through a trained artist. • Increase amount of release time available for teachers to prepare for instruction. • Increase classroom support during core curriculum instruction. • Establish a more consistent method for discipline and encouragement, social-emotional development and positive behaviors. • Increase maintenance consistency, both with regard to cleaning and repairs. • Increase staff professional development opportunities. <p>Approximately 20% of our stakeholders ultimately participated.</p>

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?

- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 20XX-XX	
Need: Improve literacy rates among all students with particular attention to socioeconomically disadvantaged youth.	We want our students to demonstrate high levels of literacy (reading, writing, listening & speaking.	All	LCICS		The percentage of students scoring proficient or above will increase by 3% in year one.	The percentage of students scoring proficient or above will increase by an additional 3% in year	The percentage of students scoring proficient or above will increase by an additional 3% in year 3.	Basic services (1) Pupil Achievement (4)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>Need: Increase classroom support for students during core curriculum instruction time.</p> <p>Need: Increased staff PD.</p> <p>Metric: ELA Proficiency</p>					<p>We intend to hire 3 of the 450 hour AmeriCorps professionals to support the students during core curriculum instructional hours.</p> <p>We have received a grant for a portion of the cost of learning the techniques offered by the Right Side Literacy Program which specifically</p>	<p>two.</p> <p>We plan to continue with AmeriCorps professionals and increase or decrease the number of hours and/or the number of professionals upon evaluation of results.</p> <p>If needed and found to be valuable, a "refresher course" on The Right Side Literacy Program may be requested.</p>	<p>We plan to continue with AmeriCorps professionals and increase or decrease the number of hours and/or the number of professionals upon evaluation of results.</p> <p>If needed and found to be valuable, a "refresher course" on The Right Side Literacy Program may be requested.</p>	

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 20XX-XX	
					focuses on K-3 literacy techniques.			
Need: Improve math proficiency rates. Metric: Increased math proficiency rates on state assessments.	We want our students to meet or exceed proficient levels in mathematics.	All	LCICS		The percentage of students scoring proficient or above on state assessments in mathematics will increase 3% in year 1. We have hired an "in-house" math tutor to be available for one hour each day after school	The percentage of students scoring proficient or above on state assessments in mathematics will increase an additional 3% in year 2. We will continue to offer a math tutor for the hour after school if it is determined	The percentage of students scoring proficient or above on state assessments in mathematics will increase an additional 3% in year 3. We will continue to offer a math tutor for the hour after school if it is determined	Basic services (1) Student achievement (4)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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					to any struggling student.	to be helpful and extend or reduce the time and/or days offered upon evaluation.	to be helpful and extend or reduce the time and/or days offered upon evaluation.	
Need: Increased attendance rates. Metric: Increased attendance rates.	We want all of our students to attend school regularly to increase their learning capacity and confidence.	All	LCICS		Students will increase attendance rates to 93% in year 1.	Students will increase attendance rates to 94.5% in year 2.	Students will increase attendance rates to 96% in year 3.	Pupil engagement (5) School climate (6)
Need: Increased access to computers and internet. Metric: Purchase of additional laptops and expansion of bandwidth for	We would like all of our students to have access to both a laptop and adequate internet access.	All	LCICS		We have budgeted for the purchase of \$10,000 worth of technology and internet upgrades	We have budgeted for \$5,000. In technology purchases and upgrades.	We will continue to budget for maintenance and replacement of existing computers.	Pupil engagement (5) Course access pupil (7) Basic services (1) School climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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internet access.								(6) Pupil achievement (4)
Need: Increased student access to art classes. Need: Increased release time for teachers to prepare instructional materials/lessons. Metric: Art being taught students on a regular basis.	We believe that all students benefit from access to art and that all children deserve access to more than core subjects.	All	LCICS		Offer at least 1 art class per week for each of our 4 classrooms for at least 25 weeks throughout the school year. This also allows more in-class release time for our teachers.	Continue to offer art classes to students, with an increase in the number of weeks taught to 28 during the school year. This also allows more in-class release time for our teachers.	Continue to offer art classes to students, with an increase in the number of weeks taught to 30 during the school year. This also allows more in-class release time for our teachers.	Course access pupil (7) Pupil engagement (5) Pupil outcomes (8) School Climate (6)
Need: Increased consistency with regard to	We believe all students, staff, and teachers	All	LCICS		We have budgeted for a Positive	If deemed necessary, we will plan for	If deemed necessary, we will plan for	School Climate (6)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 20XX-XX	
discipline and greater support of the social emotional development of our students. Need: Increased staff professional development. Metric: Fewer conflicts, maintain low level of suspensions.	deserve to be treated with respect and learn the skills necessary to offer respect, communicate in considerate and compassionate ways, supporting the strengths and encouraging growth in weaker areas in themselves and all members of their community.				Discipline Training to be attended by all staff, Council members, involved parents and interested students.	another refresher course in the 2 nd year.	another refresher course in the 3 rd year.	Pupil engagement (5) Parental involvement (3) Pupil achievement (4)
Need: Increased consistency of maintenance and cleaning.	We believe that students learn best in a clean functional	All	LCICS		We have increased our budget for cleaning from	We will continue to assess the cleaning and	We will continue to assess the cleaning and	School Climate (6) Basic services (1)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 20XX-XX	
Metric: Fewer outstanding repairs and shorter duration before problems are resolved. Cleaner school environment.	environment.				a 3 day to a 5 day per week position from a 3. We have also designated funds to hire a part-time maintenance contactor.	maintenance needs and add or subtract funds as deemed necessary to maintain a positive learning environment.	maintenance needs and add or subtract funds as deemed necessary to maintain a positive learning environment.	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

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

Guiding Questions:

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

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase in literacy rates (reading, writing, listening)	Basic services (1) Pupil achievement (4) Academic	Increase classroom support during ELA classroom instruction. We do not	School wide		Action 1: Employ 3 of the 450 hour AmeriCorps professionals to support ELA instruction and offer school hour tutoring. \$6,000. Action 2: Complete instruction on Right-Side Literacy Program (focus on K-3 literacy skills) \$2,500. plus \$15. per K-3 student (\$550) Action 3:	Action 1: Expand, refine and adjust support needed based on data and feedback. Action 2: Consider training needs based on effectiveness and changes in staff. Action 3:	Action 1: Expand, refine and adjust support needed based on data and feedback. Action 2: Consider training needs based on effectiveness and changes in staff. Action 3:

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase math proficiency	content (2)	currently have any ELL students but if any enroll we will allocate funding to support their language development and address in our annual LCAP review. Employ onsite after-school math tutor.			Assess current ELL population and make adjustments to budget to support their needs. Action 4: Hire onsite math tutor 1-hour per day/5-days per week. \$2,200.	Assess current ELL population and make adjustments to budget to support their needs. Action 4: Expand, refine and adjust support needed based on data and feedback.	Assess current ELL population and make adjustments to budget to support their needs. Action 4: Expand, refine and adjust support needed based on data and feedback.
Increase student attendance rates	Pupil engagement (5) School climate (6)	Increase family awareness regarding completion of independent study for absences. Increase recognition of students who attend daily	School wide		Action 1: Create documents for registration packets and for website clarifying guidelines for utilizing IS option. Action 2:	Action 1: Update protocol according to any changes in the law and re-post. Action 2:	Action 1: Update protocol according to any changes in the law and re-post. Action 2:

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase positive school environment.	Parental involvement (3)	Enhance overall school environment by training all stakeholders (parents, staff students and teachers) on Positive Discipline methods.			Establish regular, monthly assemblies to recognize and encourage perfect attendance. \$1,000.	Expand, refine and adjust assembly schedule and prizes/recognition strategies based on data and feedback.	Expand, refine and adjust assembly schedule and prizes/recognition strategies based on data and feedback.
					Action 3: Hold Positive Discipline training for all stakeholders. \$2,200.	Action 3: Consider training needs based on effectiveness and changes in staff.	Action 3: Consider training needs based on effectiveness and changes in staff.
Increase student access to meaningful art lessons	Pupil outcomes (8)	Offer weekly art classes to all students.			Action 4: Hire art instructor to meet with all students 1x per week/ 25 weeks per year. \$2,900.	Action 4: Increase art instruction to 28 weeks per year. \$3,220.	Action 4: Increase art instruction to 30 weeks per year. \$3,400.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase student access to computers and sufficient internet band-width	Pupil engagement (5) Course access pupil (7) Basic Services (1) School climate (6) Pupil achievement (4)	Purchase additional laptops and make necessary upgrades to internet access.	All school		Action 1: Allocate \$10,000. for purchase and upgrade to technology access.	Action 1: Allocate \$5,000. for repairs and replacement of computers.	Action 1: Reassess technology needs and budget accordingly.
Increased consistency of cleaning and maintenance	School climate (6) Basic services (1)	Increase cleaning and maintenance.	All school		Action 1: Increase cleaning from 3 to 5 times per week. \$4,200. Action 2: Hire a part-time maintenance person. \$2,000.	Action 1: Re-assess cleaning needs based on experience and stakeholder feedback. Action 2: Re-assess maintenance needs based on stakeholder feedback.	Action 1: Re-assess cleaning needs based on experience and stakeholder feedback. Action 2: Re-assess maintenance needs based on stakeholder feedback.

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All goals are school wide	1-8	For low income pupils: Currently 83%	School wide with priority access to additional supports (AmeriCorps professionals, math tutors) given to our low income students testing below proficient levels.		Detailed above	Detailed above	Detailed above
		For English learners: None					
		For foster youth: None					
		For redesignated fluent English proficient pupils: None					

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

Our school will be using these funds to increase or improve services for "unduplicated" (for us, low income) students in the state priority areas. Given that 83% of our student populations qualify as "unduplicated" we have determined that the use of Supplemental Concentration funds in a school-wide manner is the most effective way to use these funds to meet the Schools goals. To follow is a more detailed description of how these funds will be utilized: LCICS will hire 3 AmeriCorps professionals to assist low achieving socioeconomically disadvantaged students. The cost of this is \$6,000. Two of our professional development opportunities designed to address our goals to increase school environment, attendance and literacy rates through the Right Side Literacy Program and Positive Discipline training have been scheduled. The cost for these is \$3,050 and \$2,200. 75% of an instructional aide's salary will be paid from funds designated for low achieving socioeconomically disadvantaged students. The aide's cost is \$9,421. The increase in cleaning from 3 to 5 days per week is at a cost of \$4,200. Finally, 75% of costs for a teacher to provide art instruction will be paid with funds designated for socioeconomically disadvantaged students. The cost for this is \$2,900. The total cost designated toward unduplicated eligible students is \$24,690.75. The BASC calculation indicates supplemental and concentration grant funding in the LCAP year to be \$24,383.

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

Need to specify percentage of low income pupils testing below proficient as compared to general population.

Based on the 2013 CST :

Among our economically disadvantaged (ED) 2nd graders, 3 students tested below proficient levels (2 in both ELA and Math and 1 in math only) compared to 1 of those not ED who tested below proficient in both ELA and math. 1 of the students qualifying as ED in both ELA and math will not be returning for the 14/15 school year.

Among our economically disadvantaged (ED) 3rd graders, 3 students tested below proficient levels (1 in ELA and 2 in Math) compared to 1 of those not ED who tested below proficient in both ELA and math. Of the students qualifying as ED, one testing below proficient in math will not be returning for the 14/15 school year.

Among our economically disadvantaged (ED) 4th graders, 1 student tested below proficient levels ELA compared to 0 of those not ED.

Among our economically disadvantaged (ED) 5th graders, 7 students tested below proficient level (5 of these tested below proficient levels in both ELA and Math, 1 in ELA only and 1 in math only, compared to 2 of those not ED (both scoring below proficient in both ELA and math). 2 of the students who qualified for ED and tested below proficient in both ELA and math will not be returning for the 14/15 school year and 1 was not with us for the 13/14 school year either.

Among our economically disadvantaged (ED) 6th graders, 2 students tested below proficient levels in both ELA and Math, compared to 0 students not ED. Neither of the students qualifying as ED and scoring below proficient will be returning for the 14/15 school year.

Among our economically disadvantaged (ED) 7th graders, 2 students tested below proficient levels (1 in ELA and 2 in Math) compared to 0 students not ED. None of the students qualifying as ED and scoring below proficient continued with our school for the 13/14 school year and will not be returning for the 14/15 school year.

No 8th graders in 2013.

Of the expected student population for the 14/15 school year, 4 more students qualifying as ED tested below basic in both ELA and Math than those students who do not qualify for ED.

Given these numbers, our community has opted to make all services available to all students needing additional academic support while still prioritizing those students who struggle academically and qualify as economically disadvantaged.



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