

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

LEA: Twin Rivers Charter School    Contact: Bob Loreтели, Superintendent (530) 755-2872 - [bloretelli@twinrcs.org](mailto:bloretelli@twinrcs.org)    LCAP Year: 2014-15

***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>The process used to engage parents, pupils, the community, and the stakeholders included meetings and communications as follows:</p> <ol style="list-style-type: none"> <li>1. Parents’ Club Meeting – 5/17/14</li> <li>2. EL Advisory Group Meeting – 5/18/14</li> <li>3. Staff LCAP Input meeting – 4/30/14</li> <li>4. Student LCAP Input meeting – 5/12/14</li> <li>5. Board meetings – 3/19/14 &amp; 5/21/14</li> <li>6. LCAP information outreach on webpage</li> <li>7. LCAP information update and outreach in School Newsletter</li> </ol> <p>At each meeting attendees were provided information regarding LCAP requirements, the Eight State Priorities, specific site data, and progress towards existing Strategic Plan goals.</p>	<ol style="list-style-type: none"> <li>1. Parents reported need for broader course offerings to include: arts, music, athletics, technology, enrichment and/or remediation. Parents also expressed need for bigger facility. Both of these requests are reflected in LCAP Goal 3.0. Parents expressed need for school van to transport students to events. This request is not currently addressed in the LCAP.</li> <li>2. EL Advisory Group expressed interest in additional supports for students in math and language arts. This concern is addressed in LCAP Goals 1.0, 2.0, and Section B.</li> <li>3. Staff reported need for larger facility to include gym, cafeteria, music and art studios. LCAP Goal 3.0 addresses this concern.</li> <li>4. Students expressed interest in having a gym and a cafeteria. These interests are addressed in LCAP Goal 3.0.</li> <li>5. Board members want to ensure continued student achievement and increased parent and community involvement. LCAP Goals 1.0, 2.0, 4.0 and Section B reflect these areas of concern.</li> <li>6. As a result of soliciting responses from the webpage, the Superintendent emailed or telephoned responses to the requests. Primarily requests were to find out more about the LCAP process and requirements.</li> <li>7. No additional input came as a result of posting in the School Newsletter.</li> </ol>

## **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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
NEED: 1.0 <u>Pupil Achievement</u> ELA: A gap exists between	<b>1. Increase student reading levels for all subgroups, including ELs</b>	White Hispanic Low-Income EL	All		1.0 OUTCOMES: Students will increase reading levels (all subgroups,	1.0 OUTCOMES: Students will increase reading levels (all subgroups,	1.0 OUTCOMES: Students will increase reading levels (all subgroups,	1-Pupil Achievement  2- Pupil Engagement

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>white students and Hispanic students as well as between white students and low income students</p> <p>METRIC(S): ELA CST scores show 25% of Hispanic students are not proficient, yet only 12% of white students are not proficient.</p> <p>ELA CST scores show 20% of low-income students are not proficient.</p>				<p>including ELs) and gap data will decrease as measured by:</p> <p>Scantron EdPerformance Reading Test scores</p> <p>Higher scores on CELDT/ELPA</p> <p>District ELA Benchmark scores</p> <p>SBAC-ELA scores</p>	<p>including ELs) and gap data will decrease as measured by:</p> <p>Scantron EdPerformance Reading Test scores</p> <p>Higher scores on CELDT/ELPA</p> <p>Improved scores on District ELA Benchmark</p> <p>Improved scores on SBAC-ELA and Performance Tasks</p>	<p>including ELs) and gap data will decrease as measured by:</p> <p>Scantron EdPerformance Reading Test scores</p> <p>Higher scores on CELDT/ELPA</p> <p>Improved scores on District ELA Benchmark</p> <p>Improved scores on SBAC-ELA and Performance Tasks</p>	<p>3- Other Outcomes</p> <p>4- Climate</p> <p>7-CCSS implementation</p> <p>8-Course Access</p>	

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>1.1 <u>Basic Services:</u> 100% of teachers are HQT.</p> <p>1.2 <u>Instructional Materials:</u> 100% of students have standards-based materials in ELA and Math. New NGSS materials need to be adopted.</p> <p>1.3 <u>Pupil Achievement:</u> API = 891</p>				<p>1.1 Students will have access to HQTs.</p> <p>1.2 Teachers will preview NGSS curricular materials.</p> <p>1.3 API is frozen</p>	<p>1.1 Students will have access to HQTs.</p> <p>1.2-Students and teachers will pilot NGSS aligned curriculum</p> <p>1.3- Establish baseline on API-like index</p>	<p>1.1 Students will have access to HQTs</p> <p>1.2 Students will have access to NGSS curriculum</p> <p>1.3-Increase baseline</p>		

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>1.4 <u>Pupil Achievement</u>: RFEP re-classification rate is 5%</p> <p>1.5 <u>Implementation of State Standards/Other Pupil Outcomes (Science)</u>: Use of Engage New York Language Arts (CCSS aligned). NGSS alignment is needed.</p>					<p>1.4 6% more EL students will be redesignated to RFEP status</p> <p>1.5 Students will continue Engage New York Language Arts.</p>	<p>1.4 7% more EL students will be redesignated to RFEP status</p> <p>1.5 Students will continue Engage New York Language Arts and pilot NGSS curriculum.</p>	<p>1.4-8% more EL students will be redesignated to RFEP status</p> <p>1.5 Students will continue with Engage NY Language Arts and have complete access to adopted NGSS curriculum</p>	
<p>NEED: 2.0 <u>Pupil Achievement</u>: Math – a gap exists between White students and Hispanic, EL</p>	<p><b>2. Low Income, Hispanic, and EL students will increase math proficiency</b></p>	<p>EL Hispanic Low Income</p>	<p>ALL</p>		<p>OUTCOMES: 2.0 Low Income, Hispanic and EL student math scores will increase</p>	<p>OUTCOMES: 2.0 Low Income, Hispanic and EL student math scores will increase</p>	<p>OUTCOMES: 2.0 Low Income, Hispanic and EL student math scores will increase</p>	<p>1-Pupil Achievement</p> <p>2-Pupil Engagement</p> <p>3- Other</p>

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>and low income students</p> <p>METRICS: Math CST data shows 26% of Hispanic students are not proficient, yet only 20% of White students are not proficient.</p> <p>27% of Low Income Students are not proficient, yet only 20% of White students are not proficient.</p>				<p>thereby decreasing the gap between subgroups as measured by:</p> <p>Establish scores on District Math Benchmark</p> <p>Baseline SBAC math scores.</p>	<p>thereby decreasing the gap between subgroups as measured by:</p> <p>Improved scores on District Math Benchmark</p> <p>Improve SBAC math scores by 5%.</p>	<p>thereby decreasing the gap between subgroups as measured by:</p> <p>Improved scores on District Math Benchmark</p> <p>Improve SBAC math scores by 5%.</p>	<p>Outcomes</p> <p>4- Climate</p> <p>7-CCSS implementation</p> <p>8-Course Access</p>	
<p>NEED: 3.0 <u>Course Access &amp; Other</u></p>	<p>3. Expand course offerings,</p>	<p>White Hispanic Low Income</p>	<p>ALL</p>		<p>OUTCOMES: 3.0 Students will</p>	<p>OUTCOMES: 3.0 Students will have</p>	<p>OUTCOMES: 3.0 Students will</p>	<p>1-Pupil Achievement</p>

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p><u>Pupil Outcomes:</u> Limited course offerings in the areas of electives, arts, intervention classes and enrichment courses.</p> <p>METRIC: 85% of students schoolwide are proficient or above in ELA.</p> <p>78% of students schoolwide are proficient or above in Mathematics.</p> <p>Stakeholder survey data</p>	<p><b>electives, intervention, and enrichments to students to meet their individualized learning needs.</b></p>	<p>ELs</p>		<p>have access to an online option to enhance course offerings in the arts, music, technology, CTE, remediation or enrichment.</p>	<p>access to multiple on-line courses.</p> <p>Elementary students will have access to on-site courses in music, art, CTE, Technology, remediation or enrichment.</p>	<p>have access to a broad range of on-line courses.</p> <p>TK-8 Students will be enrolled in electives in music, art, Career Tech Ed., technology, etc.</p>	<p>2-Pupil Engagement</p> <p>3- Other Outcomes</p> <p>4- Climate</p> <p>5-Basic Services</p> <p>6 – Parental Involvement</p> <p>7-CCSS implementation</p> <p>8-Course Access</p>	

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>indicates high interest in expansion of courses.</p> <p>3.1 Basic Services – School Facilities maintained – school facilities are in good order as per SARC – need for expansion.</p>					3.1 Students will access school facilities which are in good repair but are in need of expansion.	3.1 Elementary students will have access to larger, more modernized facility.	3.1 All students will have access to larger, more modernized facility.	
<p>NEED: 4.0 Pupil Engagement, School Climate</p> <p>Survey data indicates a need to provide student and family</p>	<p><b>4. Improve support services to students and parents.</b></p>	<p>EL While Hispanic Low Income</p>	<p>ALL</p>		4.0 Students to have access to a counselor once a week for ½ day.	4.0 Students to have access to counselor 1 day per week.  Students to access social skills classes.	4.0 Students to have access to a counselor 2 days per week.  Students to access social skills classes, peer facilitated	<p>1- Pupil Achievement</p> <p>2-Pupil Engagement</p> <p>3-Other Pupil Outcomes</p> <p>4-School</p>



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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	

**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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
1.0 Pupil Achievement - ELA – Reading levels	1-Pupil Achievement  2-Pupil Engagement  3- Other Outcomes  4- Climate  7-CCSS implementation  8-Course Access	1.0-Use Engage New York curriculum aligned to CCSS.  Use instructional strategies to address CCSS instructional shifts.  Implement use of CCSS aligned district benchmarks in ELA.  Administer Scantron Performance Ed Reading test to all students 2-3 times per year.	Schoolwide		1.0 Additional Collaboration time provided with Instructional coach (\$10,000) to implement instructional strategies to address CCSS shifts.  Purchase EdCaliber software to manage ENY materials (\$8,000)  PD in use of EdCaliber to manage Engage NY curriculum (\$1,500)  PD in use of student technology use (\$10,000)	1.0-Additional Collaboration time provided with Instructional coach (\$10,000) to implement instructional strategies to address CCSS shifts.  Annual fee for EdCaliber software (\$8,000)  PD in use of student technology use (\$10,000)  PD in Reading	1.0 Additional Collaboration time provided with Instructional coach (\$10,000) to implement instructional strategies to address CCSS shifts.  Annual fee for EdCaliber software (\$8,000)  PD in use of student technology use (\$10,000)  PD in Reading strategies

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>Establish PLCs to analyze data, monitor student performance, and improve instructional delivery.</p> <p>Hire Instructional Coach to support teachers on CCSS instructional strategies.</p>			<p>PD in Reading strategies (\$5,000)</p> <p>Cost of Scantron Reading Assessment Program (\$8,000)</p> <p>PD in use of Scantron Reading Performance test (\$1,000)</p> <p>Cost of Amplify/Beacon for ELA District Benchmarking software (\$5,000)</p> <p>Contract with Instructional Coach (\$5,000)</p>	<p>strategies (\$5,000)</p> <p>Annual cost of Scantron Reading Assessment Program (8,000)</p> <p>PD in data analysis (\$2,000)</p> <p>Cost of Amplify/Beacon for ELA District Assessment software (\$5,000)</p> <p>Contract with Instructional Coach – contract expanded to include classroom observations (\$10,000)</p>	<p>(\$5,000)</p> <p>Annual cost of Scantron Reading Assessment Program (\$8,000)</p> <p>Cost of Amplify/Beacon for ELA District Benchmark Assessment software (\$5,000)</p> <p>Contract with Instructional Coach – contract expanded to include classroom observations (\$10,000)</p>

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
1.1 Basic Services - HQT		1.1 Maintain 100% HQT	Schoolwide		1.1 Human Resources to maintain personnel files (\$0)	1.1 Human Resources to maintain personnel files (\$0)	1.1 Human Resources to maintain personnel files (\$0)
1.2 Basic Services - Instructional Materials		1.2 Evaluate NGSS instructional materials	Schoolwide		1.2 – Contact publisher for review copies of NGSS materials (\$0)	1.2 Arrange for pilot of NGSS materials (\$0)	1.2 Purchase NGSS materials (\$10,000)
1.3 Pupil Achievement – Accountability Measures		1.3- Maintain/increase accountability scores	Schoolwide		1.3 Use local data (\$0) (see cost of Amplify/Beacon above)	1.3 Use local data + baseline SBAC scores (\$0) (see cost of Amplify/Beacon above)	1.3-Use local data + SBAC growth scores(\$0) (see cost of Amplify/Beacon above)
1.4 Pupil Achievement – EL Students		1.4 Increase RFEP Rate	Schoolwide		1.4-Use CELDT data + local data (see cost of Amplify/Beacon above)	1.4-Use CELDT data + local data (see cost of Amplify/Beacon above)	1.4-Use CELDT data + local data (see cost of Amplify/Beacon above)

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
1.5 Implementation of State Standards		<p>Use Engage New York curriculum aligned to CCSS.</p> <p>Use instructional strategies to address CCSS instructional shifts.</p> <p>Implement use of CCSS aligned district benchmarks in ELA to monitor student achievement on CCSS.</p>	Schoolwide		<p>1.5 (see 1.0 above)</p> <p>All expenditures in this column will be funded with LCFF Base Grant funds, Twin Rivers Charter School Educational Foundation funds, Title I, Title II, or Title III funds.</p>	<p>1.5-(see 1.0 above)</p> <p>All expenditures in this column will be funded with LCFF Base Grant funds, Twin Rivers Charter School Educational Foundation funds, Title I, Title II, or Title III funds.</p>	<p>1.5 (see 1.0 above)</p> <p>All expenditures in this column will be funded with LCFF Base Grant funds, Twin Rivers Charter School Educational Foundation funds, Title I, Title II, or Title III funds.</p>
2.0 Pupil Achievement - Math – Close achievement gap	<p>1-Pupil Achievement</p> <p>2-Student Engagement</p> <p>3- Other Outcomes</p>	<p>2.0-Use Engage New York curriculum aligned to CCSS.</p> <p>Use instructional strategies to address CCSS instructional</p>	Schoolwide		<p>2.0 Additional Collaboration time provided with Instructional coach (\$10,000) to implement instructional strategies to address CCSS shifts.</p>	<p>2.0 Additional Collaboration time provided with Instructional coach (\$10,000) to implement instructional strategies to</p>	<p>2.0- Additional Collaboration time provided with Instructional coach (\$10,000) to implement instructional strategies to</p>

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	4- Climate  7-CCSS implementation  8-Course Access	shifts.  Implement use of CCSS aligned district benchmarks in Math.  Establish PLCs to analyze data, monitor student performance, and improve instructional delivery.  Hire Instructional Coach to support teachers on CCSS instructional strategies.  Conduct evaluation of Engage NY using the Math Tool Kit.			<p>Purchase EdCaliber software to manage ENY materials (\$8,000)</p> <p>PD in use of EdCaliber to manage Engage NY curriculum (\$1,500)</p> <p>PD in use of student technology use (\$10,000)</p> <p>Cost of Amplify/Beacon for Math District Benchmarking software (\$8,000)</p> <p>Contract with Instructional Coach (\$5,000)</p> <p>Collaboration time to complete Math</p>	<p>address CCSS shifts.</p> <p>Purchase EdCaliber software to manage ENY materials (\$8,000)</p> <p>PD in use of student technology use (\$10,000)</p> <p>Cost of Amplify/Beacon for Math District Benchmarking software (\$8,000)</p> <p>Contract with Instructional Coach (\$5,000)</p> <p>All</p>	<p>address CCSS shifts.</p> <p>Purchase EdCaliber software to manage ENY materials (\$8,000)</p> <p>PD in use of student technology use (\$10,000)</p> <p>Cost of Amplify/Beacon for Math District Benchmarking software (\$8,000)</p> <p>Contract with Instructional Coach (\$5,000)</p> <p>All expenditures in this column will</p>

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Toolkit (\$5,000)  All expenditures in this column will be funded with LCFF Base Grant funds, Twin Rivers Charter School Educational Foundation funds, Title I, Title II, or Title III funds.	expenditures in this column will be funded with LCFF Base Grant funds, Twin Rivers Charter School Educational Foundation funds, Title I, Title II, or Title III funds.	be funded with LCFF Base Grant funds, Twin Rivers Charter School Educational Foundation funds, Title I, Title II, or Title III funds.
3.0 Course Access & Other Pupil Outcomes - Expanded Course Offerings	1-Pupil Achievement 2-Pupil Engagement 3- Other Outcomes 4- Climate 5-Basic Services 6 – Parental Involvement	3.0 Establish a Planning Group for new site planning and surveying of stakeholders regarding student course needs  Provide on-line courses  Create	Schoolwide		3.0-Provide on-line course for students in the area of arts, music, technology, or remediation/enrichment (\$5,000)  Hire Music Teacher (\$40,000)	3.0- Provide multiple on-line offerings (\$7,000)  Draft course catalog (printing, extra time for teachers) (\$2,500)  Hire additional staffing to teach music,	3.0 Continue on-line offerings (\$7,000)  Finalize course catalog. Available on-line and in paper form (\$2,500)  Purchase of curriculum for additional

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
3.1 Basic Services – School Facilities – modernized and enlarged campus	7-CCSS implementation  8-Course Access	Course Catalog  Expand on-site offerings to include courses in the arts, music, technology, CTE, remediation, enrichment.  3.1 Expand facility to offer students courses in music, art, CTE, Technology, remediation, Intervention, athletics, etc.	Schoolwide		3.1 Property – Design fees (\$20,000)  All expenditures in this column will be funded with LCFF Base Grant funds, Twin Rivers Charter School Educational Foundation funds, Title I, Title II, or Title III funds.	art, Technology, CTE, athletics courses (\$60,000)  Purchase of curriculum for additional courses (\$30,000)  Increased personnel costs to staff new courses (\$60,000)  3.1 Purchase of equipment, furniture, materials required for new site (\$50,000)  All expenditures in this column will be funded with	courses (\$50,000)  Increased personnel costs to staff new courses (\$60,000)  3.1-On-Site facilities completed (e.g., video lab, audio/music lab, technology lab, Career Tech Ed center. (\$60,000)  Additional equipment,

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
						LCFF Base Grant funds, Twin Rivers Charter School Educational Foundation funds, Title I, Title II, or Title III funds.	furniture, materials (\$50,000)  All expenditures in this column will be funded with LCFF Base Grant funds, Twin Rivers Charter School Educational Foundation funds, Title I, Title II, or Title III funds.
4.0 Pupil Engagement, School Climate	1-Pupil Achievement  2-Pupil Engagement  3- Other Outcomes  4- Climate  5-Basic Services	4.0-Provide counseling services, social skills courses, peer mentoring, and social/emotional support curriculum	Schoolwide		4.0-Contract with school counselor ½ day per week (\$7,000)	4.0-Contract with school counselor for 1 day per week (\$14,000)  Provide Social Skills class for students at risk (\$2,500)  Cost of Curriculum for	4.0-Contract with school counselor for 2 days per week (\$28,000)  Provide Social Skills classes, peer facilitated mentoring, and social emotional curriculum for

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
4.1 Parent Involvement	6 – Parental Involvement  7-CCSS implementation  8-Course Access	4.1 Provide parenting classes	Schoolwide		<p>4.1 Offer a parenting class once a year in the fall (\$2,000)</p> <p>All expenditures in this column will be funded with LCFF Base Grant funds, Twin Rivers Charter School Educational Foundation funds, Title I, Title II, or Title III funds.</p>	<p>new programs (\$5,000)</p> <p>Personnel costs to teach new programs (\$3,000)</p> <p>4.1-Offer 2-3 parenting classes throughout the year (\$4,000)</p> <p>All expenditures in this column will be funded with LCFF Base Grant funds, Twin Rivers Charter School Educational Foundation funds, Title I, Title II, or Title III funds.</p>	<p>at risk students (\$5,000)</p> <p>Personnel cost to teach new programs (\$3,000)</p> <p>4.1-Broaden parenting class (\$6,000)</p> <p>All expenditures in this column will be funded with LCFF Base Grant funds, Twin Rivers Charter School Educational Foundation funds, Title I, Title II, or Title III funds.</p>

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
1.0 ELA Gap 2.0 Math Gap 3.0 Increase Course Access 4.0 Improved Support Services	1-Pupil Achievement  2-Pupil Engagement  3- Other Outcomes  4- Climate  5-Basic Services  6 – Parental Involvement  7-CCSS implementation  8-Course Access	For Low Income pupils:	Low Income		Hire Reading Specialist (\$50,000)  Purchase Lexia (English Language Arts intervention) (\$10,000)  Purchase Accelerated Reader Program (\$10,000)  Purchase 10 iPads to support K classrooms	Reading Specialist (\$50,000)  Lexia (English Language Arts intervention) (\$10,000)  Accelerated Reader Program (\$10,000)  Purchase touchscreen desk top to support K classrooms (\$8,000)	Reading Specialist (\$50,000)  Lexia (English Language Arts intervention) (\$10,000)  Accelerated Reader Program (\$10,000)  Purchase additional touch screen desk top to support K -1 classrooms (\$16,000)

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					(\$5,000)  Purchase Math Intervention Program (ALEKs) (\$5,000)  Purchase Scantron Ed Performance Series for math and ELA (\$5,000)  Secure additional counseling time (\$7,000)- over and above counseling listed in core program.  All expenditures in this column will be funded with LCFF Supplemental &	Math Intervention Program (ALEKs) (\$5,000)  Scantron Ed Performance Series for math and ELA (\$5,000)  Secure additional counseling time (\$14,000) – over and above counseling listed in core program.  All expenditures in this column will be funded with LCFF Supplemental & Concentration Grant LCFF funds.	Math Intervention Program (ALEKs) (\$5,000)  Scantron Ed Performance Series for math and ELA (\$5,000)  Secure additional counseling time (\$28,000) – over and above counseling listed in core program.  All expenditures in this column will be funded with LCFF Supplemental & Concentration Grant LCFF

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Concentration Grant LCFF funds.		funds.
1.0-ELA Gap 2.0-Math Gap 3.0-Increase Course Access 4.0-Improved Support Services	1-Pupil Achievement 2-Pupil Engagement 3- Other Outcomes 4- Climate 5-Basic Services 6 – Parental Involvement 7-CCSS implementation 8-Course Access	For English Learners:	English Learners		Hire Reading Specialist (\$50,000)  Purchase Lexia (English Language Arts intervention) (\$10,000)  Purchase Accelerated Reader Program (\$10,000)  Purchase 10 iPads to support K classrooms (\$5,000)  Purchase Math Intervention Program (ALEKs)	Reading Specialist (\$50,000)  Lexia (English Language Arts intervention) (\$10,000)  Accelerated Reader Program (\$10,000)  Purchase touchscreen desk top to support K classrooms (\$8,000)  Math Intervention Program (ALEKs) (\$5,000)	Reading Specialist (\$50,000)  Lexia (English Language Arts intervention) (\$10,000)  Accelerated Reader Program (\$10,000)  Purchase touchscreen desk top to support K classrooms (\$8,000)  Math Intervention Program (ALEKs) (\$5,000)

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					(\$5,000)  Purchase Scantron Ed Performance Series for math and ELA (\$5,000)  Increase Instructional Aide Support (\$26,000)  All expenditures in this column will be funded with LCFF Supplemental & Concentration Grant LCFF funds.	Scantron Ed Performance Series for math and ELA (\$5,000)  Instructional Aide Support (\$26,000)  Hire EL Coordinator (\$70,000)  All expenditures in this column will be funded with LCFF Supplemental & Concentration Grant LCFF funds.	Scantron Ed Performance Series for math and ELA (\$5,000)  Instructional Aide Support (\$26,000)  EL Coordinator (\$70,000)  All expenditures in this column will be funded with LCFF Supplemental & Concentration Grant LCFF funds.
1.0-ELA Gap 2.0-Math Gap 3.0-Increase Course Access 4.0-Improved Support	1-Pupil Achievement  2-Pupil Engagement  3- Other	For Foster Youth:	Foster Youth		Reading Specialist (\$50,000)  Lexia (English Language Arts intervention)	Reading Specialist (\$50,000)  Lexia (English Language Arts intervention)	Reading Specialist (\$50,000)  Lexia (English Language Arts intervention)

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Services	Outcomes  4- Climate  5-Basic Services  6 – Parental Involvement  7-CCSS implementation  8-Course Access				(\$10,000)  Accelerated Reader Program (\$10,000)  Math Intervention Program (ALEKs) (\$5,000)  Scantron Ed Performance Series for math and ELA (\$5,000)  Secure additional counseling time (\$7,000) – over and above counseling listed in core program.  All expenditures	(\$10,000)  Accelerated Reader Program (\$10,000)  Math Intervention Program (ALEKs) (\$5,000)  Scantron Ed Performance Series for math and ELA (\$5,000)  Additional counseling time (\$14,000) – over and above counseling listed in core program.  All expenditures in this column will be funded	(\$10,000)  Accelerated Reader Program (\$10,000)  Math Intervention Program (ALEKs) (\$5,000)  Scantron Ed Performance Series for math and ELA (\$5,000)  Secure additional counseling time (\$28,000) – over and above counseling listed in core program.  All expenditures in this column

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					in this column will be funded with LCFF Supplemental & Concentration Grant LCFF funds.	with LCFF Supplemental & Concentration Grant LCFF funds.	will be funded with LCFF Supplemental & Concentration Grant LCFF funds.
1.0-ELA Gap 2.0-Math Gap 3.0-Increase Course Access 4.0-Improved Support Services	1-Pupil Achievement 2-Pupil Engagement 3- Other Outcomes 4- Climate 5-Basic Services 6 – Parental Involvement 7-CCSS implementation 8-Course Access	For Redesignated Fluent English Proficient Pupils:	RFEP Students		Hire Reading Specialist (\$50,000)  Purchase Lexia (English Language Arts intervention) (\$10,000)  Purchase Accelerated Reader Program (\$10,000)  Purchase Math Intervention Program (ALECs) (\$5,000)	Reading Specialist (\$50,000)  Lexia (English Language Arts intervention) (\$10,000)  Accelerated Reader Program (\$10,000)  Math Intervention Program (ALECs) (\$5,000)  Scantron Ed Performance	Reading Specialist (\$50,000)  Lexia (English Language Arts intervention) (\$10,000)  Accelerated Reader Program (\$10,000)  Math Intervention Program (ALECs) (\$5,000)  Scantron Ed Performance

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Purchase Scantron Ed Performance Series for math and ELA (\$5,000)  Increase Instructional Aide Support (\$26,000)  All expenditures in this column will be funded with LCFF Supplemental & Concentration Grant LCFF funds.	Series for math and ELA (\$5,000)  Instructional Aide Support (\$26,000)  Hire EL Coordinator (\$70,000)  All expenditures in this column will be funded with LCFF Supplemental & Concentration Grant LCFF funds.	Series for math and ELA (\$5,000)  Instructional Aide Support (\$26,000)  EL Coordinator (\$70,000)  All expenditures in this column will be funded with LCFF Supplemental & Concentration Grant LCFF funds.

- 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.)

2014-2015 Supplemental and Concentration Grant Funds based on unduplicated Low-Income, English Learners, and Foster Youth equals \$100,638. These additional funds will be used to increase support and services to these pupils in the following ways: Hire a Reading Specialist, increase Instructional Aide support in classrooms, purchases of math (Scantron Performance Series, ALECs), and ELA (Accelerated Reader, Lexia, Scantron Performance Series) intervention programs, purchases of iPads to support small group instruction at the primary levels. These expenditures exceed the grant amount being received.

- 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.

The calculated proportionality increase in spending for the unduplicated Low Income, English Learners, and Foster Youth for 2014-2015 equals 3.73%. Minimum expected spending is \$100,638. Projected expenditures equal \$125,000. This amount exceeds the required proportionality increase.

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.