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

Introduction: LEA: **KIPP Empower Academy** Contact: **Neela Parasnis, School Leader, nparasnis@kippla.org, 323.750.2279**   LCAP Year: **2014-2015**

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?

KIPP Empower Academy has a strong history of engaging our parents. The Local Control Accountability Plan offers another method for our parents to be engaged. Standing and new parent engagement strategies are outlined below:

Involvement Process	Impact on LCAP
Parent partnerships are a large factor in the success of our school. Parents are asked to volunteer a few hours per year. These hours can include helping in the classroom, with arrival and dismissal, in the office, at special events, and also donating items to the school. We also have monthly Parent Leadership Council meetings to discuss fundraisers, school concerns, and special events.	Through their continuous volunteer work in the classroom our parents are familiar with the students needs and pulled on this experience to make recommendations.
LCAP Meeting: A planning meeting is being held with teachers and administration on April 3, 2014. In addition a meeting with parents is being held on March 26, 2014 to review the draft of the plan. We invited all families to come to a meeting to learn about LCFF and give their feedback on our goals for the eight state priorities. The meeting first started with an explanation of the new Local Control Funding Formula and how it differs from how schools were funded in the past. Attendees learned how the formula is executed and how the schools are going to be help accountable for the funds through the LCAP and the eight state priorities. Next, the meeting shifted to presenting KEAs LCAP. Each goal was presented by identifying what state priority it was addressing, which students the goal was aimed towards and how we were measuring progress.	Parents and other attendees responded well to the LCAP meeting and they provided verbal feedback on our 8 goals. As each goal was presented parents provided real time feedback to the school leader.

No major changes were made to the goals based on the verbal feedback of the audience. |

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	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)	Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-2015	
Goal # 1: Need: Basic Services for students Measurement: 1a: Number of teachers who are credentialed 1b: Number of books and software licenses 1c: Facility will meet criteria for "facility is in good repair" as outlined on the SARC	1a: All teachers will have a credential for the course they are teaching 1b. Educational supplies and materials purchased will be common core aligned. 1c. We will be compliant on all measures on SARC for Facility is in good repair.	All students (85% low-income students, 6% English language learners)	KEA	N/A	1a: 100% of teachers will be credentialed for the course they are teaching. 1b: Educational supplies and materials purchased will be common core aligned 1c: Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.	State Priority Number One Basic Services: a: Teacher assignments/ credentials b: Common core aligned instructional materials c: School in good repair

Goal #2 Need: Common Core Implementation	In order to prioritize the teaching of the common core state standards teachers will attend training on common core and develop a strong understanding of mastery	All students (85% low-income students, 6% English language learners)	KEA	N/A	2a: 100% of teachers will be trained to implement common core.	State Priority Number Two. Implementation of State Standards:
Measurement: 2a & 2 b/c: Amount of training teachers receive on the Common Core State Standards.					Kinder through 4th grade will have lesson plans and assessments that are common core aligned.	a: CCSA implementation
	2b/c: Additionally, training sessions will cover strategies to support EL students in gaining content knowledge and English language proficiency.				2b/c: Kinder through 4th grade ELL students will have lesson plans and assessments that are common core aligned	b/c: CCSA and ELL students
Goal #3 Need: Maintain parent engagement at meetings	3a/b: Increase the attendance of parents who attend parent meetings, also recruit new parents to attend meetings	All students (85% low-income students, 6% English language learners)	KEA	N/A	3a/b: 50% of parents will attend parent meetings	State Priority Number Three Parental Involvement:
Measurement: 3a/b: Average parent attendance at parent meetings, Sign –in sheets						a/b: Seek and promote parental participation

| Identified Need and Metric | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (Based on identified metric) | Related State and Local Priorities |
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-2015	
Goal #4 Need: High Student Achievement Measurement: 4a: Number of students who are proficient for ELA and math 4d/e: Percentage of students who enter KEA as ELL and leave as RFEP	4a: Increase number of students who meet state-established proficiency levels for English Language Arts and math on the CA Assessment of Student Performance and Progress 4d/e: Students who enter as ELLs will advance at least one performance level each academic year and exit as RFEP by the end of their tenure at KEA	All students (85% low-income students, 6% English language learners) ELL's	KEA All	N/A N/A	4a: Teachers will use data to tailor instruction and students will be on track to become proficient in ELA and Math. Once base line data has been established we will revise goal. 4d/e: 90% Students who enter as ELLs will exit as RFEP Kindergarten through fourth grade: 100% of CELDT data will be accurate and shared with teachers.	State Priority Number Four. Pupil Achievement: a: Statewide assessments d/e: ELL annual progress as measured by CELDT, ELL reclassification rate

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)	Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-2015	
Goal # 5 Need: Consistent attendance Measurement: 5a: Attendance Rate 5b: Chronic Absentee Rate	5a: KEA will sustain an average daily attendance rate of 95% 5b: 75% or more of KEA students will not miss more than 10% of school	All students (85% low-income students, 6% English language learners)	KEA	N/A	5a: Kindergarten through fourth grade will sustain 95% ADA 5b: 75% of Kindergarten through fourth grade students will not miss more than 10% of school	State Priority Number Five. Pupil Engagement: a: attendance b: absenteeism
Goal # 6 Need: Safety at school Measurement: 6a: Suspension rate (unduplicated pupils) 6b: Expulsion rate 6c: KIPP Foundation Healthy Schools and Region Survey	6a: KEA's suspension rate will be 2% or lower 6b: KEA's expulsion rate will not exceed 1% 6c: All students will feel safe at school	All students (85% low-income students, 6% English language learners)	KEA	N/A	6a: KEA will have less than 2% suspension rate 6b: KEA will have less than 1% expulsion rate 6c: Parents of Kindergarten through 2nd grade will indicate that they feel their students' school is safe. 3rd and 4th grade students will indicate that they feel school is safe	State Priority Number Six. School Climate: a: suspension b: expulsion c: local measures

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)	Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-2015	
Goal #7 Need: Technology for student use Measurement: Number of students who have had access to identified courses	Students will utilize technology to enhance core content areas	All students (85% low-income students, 6% English language learners)	KEA	N/A	85% of students will utilize technology to enhance core content areas.	State Priority Number Seven: Course Access a: course access
Goal # 8 Need: Academic Achievement Measurement: Number of students meeting MAP growth goals	Students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.	All students (85% low-income students, 6% English language learners)	KEA	N/A	55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.	State Priority Number Eight. Pupil Outcomes: a: local measures

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?

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

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action (including funding source)?	
					LCAP YEAR Year 1: 2014-2015	
#1 1a: All teachers will have a credential for the course they are teaching	State Priority Number One: Basic Needs	Services for all students: Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state	School Wide	N/A	Teacher recruitment and comprehensive interview process Teacher assistance in transferring credential information	$8,000 5822 Staff Recruitment (General Purpose State Aid)
1b. Educational supplies and materials purchased will be common core aligned.		Purchase educational supplies and materials purchased that are common core aligned.			Students will have access to common core aligned curriculum	$42,000 Curriculum Materials & Books 4101; $39,000 Classroom Software 4402 (Common Core Grant, General Purpose State Aid)
1c. We will be compliant on all measures on SARC for Facility is in good repair.		Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.			Maintain a space that is conducive to learning.	$90,000 Janitorial 5503 $35,000 Repairs and Maintenance 5602 (General Purpose State Aid)

# 2 2a & 2 b/c: Amount of training teachers receive on the Common Core State Standards.	State priority #2	Services for all teachers to benefit all students: Teachers will participate in PD throughout the year as a region and at the school level in the Common Core transition All teachers will attend one common core training a year.	School Wide	N/A	Track attendance records for all scheduled professional development pertaining to common core transition provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.	$10,000 Education Instructional Consulting 5807 (Common Core State Grant)
#3 3a/b: Sustain level of involvement from families; also recruit new parents to attend meetings.	State priority #3	Services for parents of all students: Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents and child care will be provided to minimize barriers for attendance	School Wide	N/A	Parents will be surveyed to see what days/times are most convenient to them and meetings will be scheduled accordingly. Parent volunteer points will be documented and celebrated with awards.	$1,700 Office Software 4405 $200 Postage & Shipping 4352 $200 Non-Instructional Supplies 4351 (General Purpose State Aid)

#4 4a: Students will score proficient or advanced on standards-based assessments. 4d/e: 90% of students who enter as ELL's will advance at least one level each academic year, and be reclassified by 4th grade.	State Priority Number Four: Pupil Achievement	Services for all students: Blended learning model that ensures daily intervention and acceleration available; PD and on-going coaching for teachers using KFET and common core training; tutoring after school during study hall; Saturday school ELLs will receive small group instructional support to support their language development	School Wide	N/A	Teachers will use interim assessments to guide teaching Teachers to provide additional resources as needed We will have teachers trained in ELD strategies Teachers to provide group instruction will be added as we gain ELL students	$193,220 Intervention & Apprentice Teacher, Instructional Aides 1101, 2102 (Supplemental & Concentration Funding)
#5 5a: Attendance Rate Average daily attendance stays at 95% 5b: 75% or more of KEA students will not miss more than 10% of school at 95%	State priority #5	Services for all students: Classes with 100% attendance will be awarded Puma Points. Students with perfect attendance in a semester will be awarded. Students with the most improved attendance in a semester will be awarded.	School Wide	N/A	Incentivize perfect attendance through awards and assemblies School will use "all call" software to communicate with parents about their child's attendance	$4,900 Illuminate data management software 4402 $1,000 Instructional Supplies 4312 (General Purpose State Aid)

#6 6a: KEA's Suspension rate will be 2% or lower 6d: KEA's Expulsion rate will not exceed 1% 6c: All students will feel safe at school	State priority #6	Add personnel to support the increase of students	School Wide	N/A	Add personnel to support the increase of students Will use a tiered behavior system to ensure school safety Behavior needs will have strong parental involvement and positive relationships with staff.	$107,500 Counselor and Security 1201, 5504 (Supplemental & Concentration Funding, General Purpose State Aid)
#7 Number of students with access to technology	State priority #7	We will vet various instructional programs to enhance and align to Common Core instruction.	School Wide	N/A	Technology committee will vet various instructional technology programs and implement during ELA and math instruction. Data will be collected from various programs and will inform teachers of their students' progress. Technology programs will align with Common Core instruction in ELA and math.	$35,286 Classroom Technology 4401 $39,467 Classroom Software 4402 (Supplemental & Concentration funding)
# 8 Students will meet or exceed their individualized growth goals on the NWEA test.	State priority #8	Services for all students: Teachers will calculate student MAP growth targets and prioritize instruction to meet these needs	School Wide	N/A	Teachers will calculate student MAP growth targets and track growth from fall to winter to spring. Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring.	$45,000 Instructional Supplies 4312 $35,000 Classroom Technology 4401 $152,500 Administration Salaries 1302, 1901 (General Purpose State Aid)

A. 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? What are the anticipated expenditures for each action (including funding source)?
					LCAP YEAR Year 1: 2014-2015
Goals 1-8	All	For low income pupils: Please see chart above	School wide	N/A	Please see chart above
Goals 1-8	All	For English learners: Please see chart above	School Wide	N/A	Please see chart above
		For foster youth:			
		For re-designated fluent English proficient pupils:			

B. 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 charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a 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.)

Funding for unduplicated counts has increased to an estimated $304,795 for the 2014-15 LCAP year. Given that approximately 85% of our students qualify for the unduplicated count, we are applying the supplemental and concentration LCFF funding on a charterwide basis. Based on the fact that we desire a) to provide excellent small group and individualized instruction that will result in all students reaching their individual MAP goals, b) to provide targeted behavioral support to reduce suspensions, and c) enable every student to have access to 1:1 technology to enhance core curriculum, we will invest spend approximately $305,000 on Intervention Teachers, Instructional Aides, a Counselor, and classroom technology and software.

C. 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.

We determined that we needed to increase or improve individual and targeted instruction, access to technology and software to enhance the core curriculum, and targeted behavioral support to the unduplicated student population by 8.63% given the increase in funds generated by such students. In order to accomplish this, we will increase and improve the services for these students by hiring Intervention Teachers and Instructional Aides and a Counselor, as well as investing in classroom technology and software.

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.