

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

Introduction:

LEA: Ventura County Office of Education **Contact (Name, Title, Email, Phone Number):** Ruben Diaz, Director, ruben.diaz@bridgescharter.org, 805-492-3569
LCAP Year: 2014

Local Control and Accountability Plan and Annual Update Template

Mission

Our mission is to educate the whole child using a combination of innovative curriculum and instruction along with social/emotional education embedded in the program. Students will be enabled to reach their innate intellectual, creative, and leadership potential through our commitment to nourish curiosity, compassion, independence, resourcefulness, and respect for diversity.

Vision

Our vision is to create a K-8 learning community in which all teachers, parents and students partner to support the cognitive, emotional and social success of our students; where there exists positive, respectful and peaceful collaboration; and where children are enabled and empowered to become lifelong learners and compassionate global citizens.

Our Goal

BRIDGES Charter School is committed to providing a high quality, effective, and standards- based program through the education of the whole child, whereby the individual student is challenged, engaged, supported, healthy and safe.

Educational Philosophy

We (educators, parents and students) operate under the shared philosophy that we are all teachers and learners in our educational community. Educators view the classroom as a rich, evolving experience, and consider the learning styles of our students when planning a meaningful, balanced and standards-based curriculum. Students are primarily motivated by their interests and passions, yet can learn to be motivated by opportunities to challenge themselves and improve in areas they determine to be ripe for growth. Children learn best, and will be most motivated, in a nurturing, safe, and supportive environment, where their curiosities and talents are respected. Thus, the impact of positive interpersonal relationships between classroom and community members cannot be understated. It is through these positive, collaborative and respectful interactions that learning will best occur.

We believe the school day provides ample opportunities to discuss, engage in, and learn from everyday experiences, be it a current event or playground dynamics. The exploration of relevant and sometimes challenging social issues and circumstances provides practice in conflict resolution and creates a participatory classroom community. When children are active participants in their learning, what they learn becomes more relevant. Making learning relevant to the world around us is vital, as is providing a context-driven curriculum. Context-driven lessons and activities allow students to recall and utilize what they know already, and apply that prior knowledge to new experiences. Thus, the learning and practice of basic, fundamental skills becomes part of the process, not the goal itself. As students mature and matriculate from one level to the next, they will each work toward the goal of being a confident, participatory, socially responsible, and independent life-long learner.

The educational design of BRIDGES Charter School has its basis in the theory of constructivism (Piaget), which details how people learn. Understanding cannot simply be transferred by explanation from one mind (that of an educator) to another mind (that of a student). Rather, each of us constructs our own image of the universe and how it fits together through personal engagement with it. This approach is student-centered, whereby teachers (and parents) act as facilitators, providing the guidance and structure necessary for the children to construct meaning from their environment and experiences. Ultimately, children travel from engagement to learning, from learning to understanding, and from understanding to the competent application of information.

During this educational process and experience, our students will practice effective oral and written self-expression, critical thinking and problem solving, and learn personal responsibility. They will actively engage in the curriculum and find meaningful ways to demonstrate their mastery of concepts, be it thematic, collaborative, dramatic, presentation-style, or a combination of choices. Through cooperative activities and project-based learning, students will develop powerful reasoning, negotiating, and creative-thinking skills. Students will also learn to engage with a variety of learners, in order to further appreciate the variety of cumulative talents their groups have to offer, whether if be in cross-age groups, homogeneous groups, or while working with adults. Having ample opportunities to learn from, learn with, and assist in the learning of others builds and nurtures a sense of community and social responsibility, and fosters the skills necessary for life-long learning. Consequently, these fundamental life skills serve as a foundation for the pursuit of academic excellence and high achievement.

We believe that all children have an innate desire to learn and that children learn best by doing. Because we recognize that each child is unique, we have committed ourselves to creating an inclusive educational experience that combines current educational research, common sense, and attention to various needs and learning styles in order to move each child forward. We feel that such a dynamic, responsive learning environment is only possible when the student to adult ratio is dramatically lowered by consistent parent participation in the classroom. We also believe that a successful student is one who emerges from school as a balanced individual who is confident and competent not only academically, but also socially and emotionally. In conclusion, it is our belief that learning best occurs when children are presented with ample opportunities to engage with others; when they have room for self-expression, creativity and mastery within the context of their learning; and where a nurturing educational environment is provided so that each student reaches his or her potential as a respected individual.

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>October 28, 2013 - A parent meeting was held to gain direct input from parents on areas they would like to see improved upon. Topics that parents brought up included; How are we working with and defining a 21st century learner, home school integration, how do we look at differentiation of instruction of GATE students, shared out how conversations happen during SST process and how high / low, differentiation within the general classrooms, and how we are placing kids in their various classes with support of workshops / seminars, need for professional development for all teachers, needing time to implement new ideas, getting technology into the classroom, most classrooms don't have a lot of technology into the kid's hands, and finally the need to increase Parent education. (need to include conflict resolution / report card education / standards / common core)</p>	<p>The LCAP and LCFF will include parent input to address most if not all these areas.</p>
<p>December 13, 2013 - Teachers were provided information on LCFF and LCAP. The staff was provided both information and websites to be able to gain background knowledge on both new items being implemented for 2014/15.</p>	<p>The LCAP and LCFF will include staff input to help guide both budgetary and instructional decisions.</p>
<p>February 4, 2014 - School site council meeting was held to review and discuss the LCFF. Teachers, administration, classified members and parents were all provided with information, power points, presentations and templates of the LCAP. The school site council was made aware of their responsibilities to the forming of the plan and how they would provide input to the plan. The did provide input regarding the need for more intervention and support for more technology support in the classrooms. Another issue</p>	<p>The LCAP includes actions and services to increase intervention for any student needing support services. The LCAP will also include plans to provide technology access to all students in all grade levels. The LCAP also addresses professional development in different areas including common core implementation, data analysis and charter policies.</p>

Involvement Process	Impact on LCAP
that was brought up was to make sure the teachers were prepared to teach and assess for the common core.	
February 19, 2014 - School site council meeting was held to discuss and answer any questions from the February 4th meeting. Council members also were given samples of staff survey questions, parent survey questions and LCAP survey questions in order to gain a better perspective of our parents for implementation purposes.	The parent survey will be sent out during April, 2014 so that results can be included in the LCAP planning process.
February 28, 2014 - Staff meeting was held to review information gathered so far on the LCAP. Staff survey was also discussed and how it would be used to help guide the planning process for the LCAP.	The staff survey was given out in February / March and also will include data to include in the planning process of the LCAP.
March 26, 2014 - School site council meeting was held to tally results from staff survey. Site council gave input on how the results could be used to help further develop the school and how the LCAP and LCFF could use the input from the staff.	The staff survey results will be included in the planning process of the LCAP.
April 1, 2014 - An input meeting for the LCAP / LCFF / 8 state priorities was held. Both parents and community members were invited to attend. Approximately fifteen people attended. A presentation was made to inform parents and community members about the process of LCAP and LCFF. Information included state mandates, budgetary impact, new vocabulary and planning process. Parents were also encouraged to ask questions regarding this information. Parents gave input that wasn't different from meeting on October 28th that LCAP will need	LCAP will need to address specific areas from meetings on October 28th and April 1st. Plan of action and budget decisions will be focused on those areas as they have been brought to the forefront twice at parent meetings.
April 4, 2014 - Staff meeting was held to review the information from the parent meeting and gain any further insight or input from the staff. Staff survey results were also given to the staff to keep practice of transparency for all stakeholders.	The staff survey results will be included in the planning process of the LCAP.

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Student achievement Needs: Primary grades (Grades Kindergarten - 2nd grade) will increase reading skills.</p> <p>Metrics: 1. Performance on local standardized assessments</p>	<p>Goal 1 - Increase overall reading scores in primary grades based on local assessments given throughout the year. Students will show an increase of at least one full grade level per year, based on their starting level as measured by the local assessment.</p>	<p>All Students including English Learners, Students with disabilities, and low income students.</p>	<p>All</p>	<p>1. 80 % of all students in grades kindergarten through 2nd grade will score proficient or above on standardized assessments as measured three times throughout the year. 2. 90% of all students will successfully move to next grade level by mastering all concepts required of grade level.</p>	<p>1. 85 % of all students in grades kindergarten through 2nd grade will score proficient or above on standardized assessments as measured three times throughout the year. 2. 92% of all students will successfully move to next grade level by mastering all concepts required of grade level.</p>	<p>1. 90 % of all students in grades kindergarten through 2nd grade will score proficient or above on standardized assessments as measured three times throughout the year. 2. 95% of all students will successfully move to next grade level by mastering all concepts required of grade level.</p>	<p>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)</p> <p>Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)</p> <p>Pupil achievement: performance on</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
								<p>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)</p> <p>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)</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
								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)
<p>Student achievement Needs: Intermediate grades (Grades 3rd - 5th) will increase reading skills.</p> <p>Metrics:</p> <ol style="list-style-type: none"> 1. Performance on standardized tests. 2. Performance on local standardized assessments. 3. Score on Academic Performance Index 	<p>Goal 2 - Increase overall reading scores in intermediate grades based on; local assessments given a minimum of three times throughout the year, state assessment given annually, and maintaining or increasing schools' score on the academic performance index. Students will show an increase of at least one full grade level per year, based on their starting level as measured by the local assessment.</p>	<p>All Students including English Learners, Students with disabilities, and low income students.</p>	<p>All</p>		<ol style="list-style-type: none"> 1. 80% of all students in grades 3rd - 5th will score proficient or above on local assessments given a minimum of three times throughout the year, 2. 80% of all students in grades 3rd - 5th will score proficient or above on state assessment 	<ol style="list-style-type: none"> 1. 85% of all students in grades 3rd - 5th will score proficient or above on local assessments given a minimum of three times throughout the year, 2. 85% of all students in grades 3rd - 5th will score proficient or above on state assessment 	<ol style="list-style-type: none"> 1. 90% of all students in grades 3rd - 5th will score proficient or above on local assessments given a minimum of three times throughout the year, 2. 90% of all students in grades 3rd - 5th will score proficient or above on state assessment given 	<p>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</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<p>given annually.</p> <p>3. 95% of all students will successfully move to next grade level by mastering all concepts required of grade level.</p> <p>4. API will be 850 Schoolwide on the academic performance index.</p>	<p>given annually.</p> <p>3. 97% of all students will successfully move to next grade level by mastering all concepts required of grade level.</p> <p>4. API will be 875 Schoolwide on the academic performance index</p>	<p>annually.</p> <p>3. 99% of all students will successfully move to next grade level by mastering all concepts required of grade level.</p> <p>4. API will be 885 Schoolwide on the academic performance index</p>	<p>repair pursuant to Education Code section 17002(d). (Priority 1)</p> <p>Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)</p> <p>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</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
								<p>Early Assessment Program. (Priority 4)</p> <p>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)</p> <p>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)</p>
Student achievement Needs: Secondary grades (Grades 6th-	Goal 3 - Increase overall reading scores in middle school grades based on;	All Students including English	All		1. 75% of all students in grades 6th - 8th	1. 80% of all students in grades 6th - 8th	1. 85% of all students in grades 6th - 8th	Degree to which teachers are appropriately

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
8th) will increase reading skills. Metrics: 1. Performance on standardized tests. 2. Performance on local standardized assessments. 3. Score on Academic Performance Index	local assessments given a minimum of three times throughout the year, state assessment given annually, and maintaining or increasing schools' score on the academic performance index. Students will show an increase of at least one full grade level per year, based on their starting level as measured by the local assessment.	Learners, Students with disabilities, and low income students.			will score proficient or above on local assessments given a minimum of three times throughout the year, 2. 75% of all students in grades 6th - 8th will score proficient or above on state assessment given annually. 3. 95% of all students will successfully move to next grade level by mastering all concepts required of grade level. 4. API will be 850 Schoolwide on the academic performance index.	will score proficient or above on local assessments given a minimum of three times throughout the year, 2. 80% of all students in grades 6th - 8th will score proficient or above on state assessment given annually. 3. 97% of all students will successfully move to next grade level by mastering all concepts required of grade level. 4. API will be 875 Schoolwide on the academic performance index.	will score proficient or above on local assessments given a minimum of three times throughout the year, 2. 85% of all students in grades 6th - 8th will score proficient or above on state assessment given annually. 3. 99% of all students will successfully move to next grade level by mastering all concepts required of grade level. 4. API will be 885 Schoolwide on the academic performance index.	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 academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2) Pupil achievement: performance on standardized tests, score on Academic Performance Index,

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
								<p>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)</p> <p>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)</p> <p>Other pupil outcomes: pupil</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
								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)
Parent engagement and participation Needs: Current parent participation is concentrated in lower grades and field trips. There is a need for parents to participate in learning opportunities, to provide input on Schoolwide decisions, and to feel more connected to the school. Metrics: 1. Percent of parent participation in classrooms beyond first grade. 2. Percent of parent participation at school	Goal 4 - Increase overall parent engagement and participation.	All Students including English Learners, Students with disabilities, and low income students.	All		1. 60% parent participation in classroom volunteerism in grades above 2nd grade. 2. 60% return of parent surveys. 3. 50% parent attendance at parent education classes 4. 50% parent participation in school sponsored events and activities	1. 70% parent participation in classroom volunteerism in grades above 2nd grade. 2. 70% return of parent surveys. 3. 60% parent attendance at parent education classes 4. 60% parent participation in school sponsored events and activities	1. 75% parent participation in classroom volunteerism in grades above 2nd grade. 2. 75% return of parent surveys. 3. 65% parent attendance at parent education classes 4. 65% parent participation in school sponsored events and activities	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) 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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
sponsored events 3. Percent of parents returning parent surveys 4. Attendance of parents at parenting classes								connectedness. (Priority 6)
Student engagement and attitude toward learning environment Needs: More students need to learn and demonstrate skills embedded in whole child education and Bridges Charter petition. Metrics: 1. Percent of students participating in student activities 2. Percent of students participating in reflection center. 3. Suspension/Expulsion rates 4. Attendance rates. 5. Survey results on student satisfaction and connectedness to school.	Goal 5 - Increase student engagement in the school environment	All Students including English Learners, Students with disabilities, and low income students.	All		1. 80% of all students surveyed will indicate a positive attitude towards school 2. 80% of all students surveyed will indicated they have obtained or improved on a social skill as taught through whole child education. 3. Suspension / expulsion rates will be less than 5%. 4. Attendance rates will be at least 95%.	1. 85% of all students surveyed will indicate a positive attitude towards school 2. 85% of all students surveyed will indicated they have obtained or improved on a social skill as taught through whole child education. 3. Suspension / expulsion rates will be less than 3%. 4. Attendance rates will be at least 95.5%.	1. 90% of all students surveyed will indicate a positive attitude towards school 2. 90% of all students surveyed will indicated they have obtained or improved on a social skill as taught through whole child education. 3. Suspension / expulsion rates will be less than 1%. 4. Attendance rates will be at least 96%.	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) Other pupil

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
								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)

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1 - Increase overall reading scores in primary grades based on local assessments given throughout the year. Students will show an increase of at least one full grade level per year, based on their starting level as measured by the local assessment.	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)	<p>Adoption of common formative assessment for grades kindergarten through 8th grade measuring reading, literacy and vocabulary skills appropriate to each grade level. Adoption to include piloting, purchasing, training and implementation of program for all grade levels and teachers.</p> <p>2. Adoption of common formative assessment for grades kindergarten through 8th grade measuring reading, literacy and vocabulary skills appropriate to each grade level. Adoption to include piloting, purchasing, training and implementation of program for all grade levels and teachers.</p> <p>3. Adoption of common formative assessment for grades kindergarten through 8th grade measuring reading, literacy and vocabulary skills appropriate to each grade level. Adoption to include piloting, purchasing, training and implementation of program for all grade levels and teachers.</p>			<p>Purchase of assessment software and database software for purpose of housing information. This expense will be financed with unrestricted dollars. 5000-5999: Services And Other Operating Expenditures \$20,000</p> <p>Training and professional development to properly implement common formative assessments. This expense will be financed with unrestricted dollars. 5000-5999: Services And Other Operating Expenditures \$10,000</p> <p>Purchase technology devices to develop a 1:1 ratio so that students will be able to take assessments in a timely manner. This expense will be financed with unrestricted dollars. 4000-4999: Books And Supplies \$10,000</p>	<p>Maintenance of assessment software and database software for purpose of housing information. This expense will be financed with unrestricted dollars. 5000-5999: Services And Other Operating Expenditures \$22,320</p> <p>Training and professional development to properly implement common formative assessments. This expense will be financed with unrestricted dollars. 5000-5999: Services And Other Operating Expenditures \$10,240</p> <p>Continue to purchase technology devices to develop a 1:1 ratio so that students will be able to take assessments in a timely manner. This expense will be financed with unrestricted dollars. 4000-4999: Books And Supplies \$10,240</p>	<p>Maintenance of assessment software and database software for purpose of housing information. This expense will be financed with unrestricted dollars. 5000-5999: Services And Other Operating Expenditures \$23,040</p> <p>Training and professional development to properly implement common formative assessments. This expense will be financed with unrestricted dollars. 5000-5999: Services And Other Operating Expenditures \$10,516</p> <p>Continue to purchase technology devices to develop a 1:1 ratio so that students will be able to take assessments in a timely manner. This expense will be financed with unrestricted dollars. 4000-4999: Books And Supplies \$10,516</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<p>Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)</p> <p>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</p>	<p>Support of differentiated instruction within the classrooms. This will allow teachers to target teach at student's levels and grow each student from their own current level and meet their annual growth goal.</p> <p>2. Support of differentiated instruction within the classrooms. This will allow teachers to target teach at student's levels and grow each student from their own current level and meet their annual growth goal.</p> <p>3. Support of differentiated instruction within the classrooms. This will allow teachers to target teach at student's levels and grow each student from their own current level and meet their annual growth goal.</p>			<p>Purchase of leveled readers specific to grade spans; primary, intermediate and secondary. This expense will be financed with unrestricted dollars. 4000-4999: Books And Supplies \$10,000</p>	<p>Purchase of leveled readers specific to grade spans; primary, intermediate and secondary. This expense will be financed with unrestricted dollars. 4000-4999: Books And Supplies \$5,000</p>	<p>Purchase of leveled readers specific to grade spans; primary, intermediate and secondary. This expense will be financed with unrestricted dollars. 4000-4999: Books And Supplies \$3,000</p>
		<p>Response to Intervention materials and personnel. Students identified using formative assessments and identified as low achieving students will receive additional support with instruction and materials.</p>			<p>Purchase of classroom literacy materials, ie; leveled readers, high interest readers. 4000-4999: Books And Supplies Costs included in goal 2.</p> <p>Stipend for additional support for targeted instruction. This expense will be financed with unrestricted dollars. 1000-1999: Certificated Personnel Salaries \$4,460</p>	<p>Purchase of classroom literacy materials, ie; leveled readers, high interest readers. 4000-4999: Books And Supplies Cost included in goal 2.</p> <p>Stipend for additional support for targeted instruction. This expense will be financed with unrestricted dollars. 1000-1999: Certificated Personnel Salaries \$4,502</p>	<p>Purchase of classroom literacy materials, ie; leveled readers, high interest readers. 4000-4999: Books And Supplies Cost included in goal 2.</p> <p>Stipend for additional support for targeted instruction. This expense will be financed with unrestricted dollars. 1000-1999: Certificated Personnel Salaries \$4,502</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<p>tion 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)</p> <p>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)</p>	<p>2. Response to Intervention materials and personnel. Students identified using formative assessments and identified as low achieving students will receive additional support with instruction and materials.</p> <p>3. Response to Intervention materials and personnel. Students identified using formative assessments and identified as low achieving students will receive additional support with instruction and materials.</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	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)						
Goal 2 - Increase overall reading scores in intermediate grades based on; local assessments given a minimum of three times throughout the year, state assessment given annually, and maintaining or increasing schools' score on the academic performance index. Students will show	Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the	Adoption of common formative assessment for grades kindergarten through 8th grade measuring reading, literacy and vocabulary skills appropriate to each grade level. Adoption to include piloting, purchasing, training and implementation of program for all grade levels and teachers.			Purchase of assessment software and database software for purpose of housing information. Cost included in goal 1.	Maintenance of assessment software and database software for purpose of housing information Cost included in goal 1.	Maintenance of assessment software and database software for purpose of housing information Cost included in goal 1.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
an increase of at least one full grade level per year, based on their starting level as measured by the local assessment.	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)	<p>2. Adoption of common formative assessment for grades kindergarten through 8th grade measuring reading, literacy and vocabulary skills appropriate to each grade level. Adoption to include piloting, purchasing, training and implementation of program for all grade levels and teachers.</p> <p>3. Adoption of common formative assessment for grades kindergarten through 8th grade measuring reading, literacy and vocabulary skills appropriate to each grade level. Adoption to include piloting, purchasing, training and implementation of program for all grade levels and teachers.</p>					
		<p>Leveled readers for teachers to teach to targeted levels based on formative assessments.</p> <p>2. Leveled readers for teachers to teach to targeted levels based on formative assessments.</p> <p>3. Leveled readers for teachers to teach to targeted levels based on formative assessments.</p>			<p>Purchase of classroom literacy materials, ie; leveled readers, high interest readers. 4000-4999: Books And Supplies Costs included in goal 1.</p>	<p>Continued purchase of classroom literacy materials, ie; leveled readers, high interest readers. 4000-4999: Books And Supplies Costs included in goal 1.</p>	<p>Continued purchase of classroom literacy materials, ie; leveled readers, high interest readers. 4000-4999: Books And Supplies Costs included in goal 1.</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<p>Pupil achievement 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</p>	<p>Response to Intervention materials and personnel. Students identified using formative assessments and identified as low achieving students will receive additional support with instruction and materials.</p> <p>2. Response to Intervention materials and personnel. Students identified using formative assessments and identified as low achieving students will receive additional support with instruction and materials.</p> <p>3. Response to Intervention materials and personnel. Students identified using formative assessments and identified as low achieving students will receive additional support with instruction and materials.</p>			<p>Purchase of classroom literacy materials, ie; leveled readers, high interest readers. This expense will be financed with unrestricted dollars. 4000-4999: Books And Supplies \$6,000</p> <p>Stipend for additional support for targeted instruction. 1000-1999: Certificated Personnel Salaries Cost included in goal 1</p>	<p>Purchase of classroom literacy materials, ie; leveled readers, high interest readers. This expense will be financed with unrestricted dollars. 4000-4999: Books And Supplies \$4,000</p> <p>Stipend for additional support for targeted instruction. Cost included in goal 1.</p>	<p>Purchase of classroom literacy materials, ie; leveled readers, high interest readers. This expense will be financed with unrestricted dollars. 4000-4999: Books And Supplies \$2,000</p> <p>Stipend for additional support for targeted instruction. Cost included in goal 1.</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<p>Program. (Priority 4)</p> <p>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)</p> <p>Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive,</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	of Education Code section 51220, as applicable. (Priority 8)						
Goal 3 - Increase overall reading scores in middle school grades based on; local assessments given a minimum of three times throughout the year, state assessment given annually, and maintaining or increasing schools' score on the academic performance index. Students will show an increase of at least one full grade level per year, based on their starting level as measured by the local assessment.	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	Adoption of common formative assessment for grades kindergarten through 8th grade measuring reading, literacy and vocabulary skills appropriate to each grade level. Adoption to include piloting, purchasing, training and implementation of program for all grade levels and teachers. 2. Adoption of common formative assessment for grades kindergarten through 8th grade measuring reading, literacy and vocabulary skills appropriate to each grade level. Adoption to include piloting, purchasing, training and implementation of program for all grade levels and teachers.			Purchase of assessment software and database software for purpose of housing information. 5000-5999: Services And Other Operating Expenditures Cost included in goal 1 Training and professional development to properly implement common formative assessments. 5000-5999: Services And Other Operating Expenditures Cost included in goal 1	Purchase of assessment software and database software for purpose of housing information. Cost included in goal 1 Training and professional development to properly implement common formative assessments. Cost included in goal 1	Purchase of assessment software and database software for purpose of housing information. Cost included in goal 1 Training and professional development to properly implement common formative assessments. Cost included in goal 1

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<p>maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)</p> <p>Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)</p> <p>Pupil achievement on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of</p>	<p>3. Adoption of common formative assessment for grades kindergarten through 8th grade measuring reading, literacy and vocabulary skills appropriate to each grade level. Adoption to include piloting, purchasing, training and implementation of program for all grade levels and teachers.</p>					
		<p>Response to Intervention materials and personnel. Students identified using formative assessments and identified as low achieving students will receive additional support with instruction and materials.</p> <p>2. Response to Intervention materials and personnel. Students identified using formative assessments and identified as low achieving students will receive additional support with instruction and materials</p> <p>3. Response to Intervention materials and personnel. Students identified using formative assessments and identified as low achieving students will receive additional support with instruction and materials</p>			<p>Purchase of assessment software and licenses. This expense will be financed with unrestricted dollars. 5000-5999: Services And Other Operating Expenditures \$2,000</p> <p>Training and professional development to properly implement updated software and hardware items. 5000-5999: Services And Other Operating Expenditures Cost covered in goal 1</p> <p>Stipend for additional support for targeted instruction. This expense will be financed with unrestricted dollars. 1000-1999: Certificated Personnel Salaries \$6,913</p>	<p>Maintenance of assessment software and licenses. This expense will be financed with unrestricted dollars. 5000-5999: Services And Other Operating Expenditures 2048</p> <p>Training and professional development to properly implement updated software and hardware items. 5000-5999: Services And Other Operating Expenditures Cost covered in goal 1</p> <p>Stipend for additional support for targeted instruction. This expense will be financed with unrestricted dollars. 1000-1999: Certificated Personnel Salaries \$6,978</p>	<p>Maintenance of assessment software and licenses. This expense will be financed with unrestricted dollars. 5000-5999: Services And Other Operating Expenditures 2103</p> <p>Training and professional development to properly implement updated software and hardware items. 5000-5999: Services And Other Operating Expenditures Cost included in goal 1</p> <p>Stipend for additional support for targeted instruction. This expense will be financed with unrestricted dollars. 1000-1999: Certificated Personnel Salaries \$6,978</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<p>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)</p> <p>Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code</p>	<p>Periodicals and high interest readers specific to cross content areas. Science, math, history and other specific electives as offered by the middle school grades.</p> <p>2. Periodicals and high interest readers specific to cross content areas. Science, math, history and other specific electives as offered by the middle school grades.</p> <p>3. Periodicals and high interest readers specific to cross content areas. Science, math, history and other specific electives as offered by the middle school grades.</p>			<p>Materials to include subscriptions to magazines, online databases and other resources for student reading purposes. This expense will be financed with unrestricted dollars. 5000-5999: Services And Other Operating Expenditures \$2,000</p> <p>Purchase of classroom literacy materials, ie; leveled readers, high interest readers. Covered in goal 2</p>	<p>Materials to include subscriptions to magazines, online databases and other resources for student reading purposes. This expense will be financed with unrestricted dollars. 5000-5999: Services And Other Operating Expenditures 2048</p> <p>Purchase of classroom literacy materials, ie; leveled readers, high interest readers. Cost covered in goal 2</p>	<p>Materials to include subscriptions to magazines, online databases and other resources for student reading purposes. This expense will be financed with unrestricted dollars. 5000-5999: Services And Other Operating Expenditures \$2,103</p> <p>Purchase of classroom literacy materials, ie; leveled readers, high interest readers. Cost covered in goal 2</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<p>section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)</p> <p>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)</p>						
Goal 4 - Increase overall parent engagement and participation.	Parent involvement: efforts to seek parent input in decision making, promotion	Engage parents through volunteerism and education involving their child and how to better support their student within the classrooms.			Hiring of a parent support coordinator to work with and engage parents. This expense will be financed with unrestricted dollars. 2000-2999: Classified Personnel Salaries \$19,395	Hiring of a parent support coordinator to work with and engage parents. This expense will be financed with unrestricted dollars. 2000-2999: Classified Personnel Salaries \$20,287	Hiring of a parent support coordinator to work with and engage parents. This expense will be financed with unrestricted dollars. 2000-2999: Classified Personnel Salaries \$21,305

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<p>of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)</p> <p>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)</p>	<p>2. Engage parents through volunteerism and education involving their child and how to better support their student within the classrooms.</p> <p>3. Engage parents through volunteerism and education involving their child and how to better support their student within the classrooms.</p>					
Goal 5 - Increase student engagement in the school environment	Pupil engagement: school attendance rates, chronic absenteeis	Engage students through positive interactions within the classrooms and out in social settings utilizing whole child social and emotional support systems.			Teachers and staff will use whole child philosophy while engaging and working with students. Goal will not add a net monetary cost to the school	Teachers and staff will use whole child philosophy while engaging and working with students Goal will not add a net monetary cost to the school.	Teachers and staff will use whole child philosophy while engaging and working with students Goal will not add a net monetary cost to the school.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<p>m rates, middle school dropout rates, high school dropout rates, high school graduation rates. (Priority 5)</p> <p>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)</p> <p>Other pupil outcomes: pupil outcomes in the subject areas described</p>	<p>2. Engage students through positive interactions within the classrooms and out in social settings utilizing whole child social and emotional support systems.</p> <p>3. Engage students through positive interactions within the classrooms and out in social settings utilizing whole child social and emotional support systems.</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)						

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)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1 - Increase overall reading scores in primary grades based on local assessments given throughout the year. Students will show an increase of at least one full grade level per year, based on their starting level as measured by the local assessment.	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	Teachers will meet with students in lower grades (kindergarten through 5th grade) based on low achieving data. 2. Teachers will meet with students in lower grades (kindergarten through 5th grade) based on low achieving data. 3. Teachers will meet with students in lower grades (kindergarten through 5th grade) based on low achieving data.			Salary of teachers working with low socio-economic students. This expense will be financed with unrestricted dollars. 1000-1999: Certificated Personnel Salaries \$18,057	Salary of teachers working with low socio-economic students. This expense will be financed with unrestricted dollars. 1000-1999: Certificated Personnel Salaries \$18,594	Salary of teachers working with low socio-economic students. This expense will be financed with unrestricted dollars. 1000-1999: Certificated Personnel Salaries \$19,130
		Teachers will meet with students in lower grades based on identification of English Language Learners for additional instructional time. 2. Teachers will meet with students in lower grades based on identification of English Language Learners for additional instructional time. 3. Teachers will meet with students in lower grades based on identification of English Language Learners for additional instructional time.			Salary of teachers working with English Language Learners. This expense will be financed with unrestricted dollars. 1000-1999: Certificated Personnel Salaries \$18,057	Salary of teachers working with English Language Learners. This expense will be financed with unrestricted dollars. 1000-1999: Certificated Personnel Salaries \$18,594	Salary of teachers working with English Language Learners. This expense will be financed with unrestricted dollars. 1000-1999: Certificated Personnel Salaries \$19,130

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<p>repair pursuant to Education Code section 17002(d). (Priority 1)</p> <p>Implement ation of academic content and performanc e standards adopted by the state board for all pupils, including English learners. (Priority 2)</p> <p>Pupil achieveme nt: performanc e on standardiz ed tests, score on Academic Performanc e Index, share of pupils that are college and career ready, share of English learners</p>	<p>Teachers will receive additional support with professional development to deliver targeted instruction.</p> <p>2. Teachers will receive additional support with professional development to deliver targeted instruction.</p> <p>3. Teachers will receive additional support with professional development to deliver targeted instruction.</p>			<p>Professional development for teachers. This expense will be financed with unrestricted dollars. 5000-5999: Services And Other Operating Expenditures \$2,000</p>	<p>Professional development for teachers. This expense will be financed with unrestricted dollars. 5000-5999: Services And Other Operating Expenditures \$2,048</p>	<p>Professional development for teachers. This expense will be financed with unrestricted dollars. 5000-5999: Services And Other Operating Expenditures \$2,103</p>
		<p>Supporting EL students through targeted intervention provided to the students by certificated teachers.</p> <p>2. Supporting EL students through targeted intervention provided to the students by certificated teachers.</p> <p>3. Supporting EL students through targeted intervention provided to the students by certificated teachers.</p>			<p>Purchase of ELD materials. This expense will be financed with unrestricted dollars. 4000-4999: Books And Supplies \$2,000</p>	<p>Purchase of ELD materials. This expense will be financed with unrestricted dollars. 4000-4999: Books And Supplies \$2,000</p>	<p>Purchase of ELD materials. This expense will be financed with unrestricted dollars. 4000-4999: Books And Supplies \$2,000</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<p>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)</p> <p>Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<p>subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)</p> <p>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)</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2 - Increase overall reading scores in intermediate grades based on; local assessments given a minimum of three times throughout the year, state assessment given annually, and maintaining or increasing schools' score on the academic performance index. Students will show an increase of at least one full grade level per year, based on their starting level as measured by the local assessment.	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)	Teachers will meet with students in lower grades (kindergarten through 5th grade) based on low achieving data. 2. Teachers will meet with students in lower grades (kindergarten through 5th grade) based on low achieving data. 3. Teachers will meet with students in lower grades (kindergarten through 5th grade) based on low achieving data.		1. Reclassification of EL students based on CELDT scores, localized assessments, state annual assessments and teacher input.	Salary of teachers working with low socio-economic students. Cost covered in goal 1.	Salary of teachers working with low socio-economic students Cost covered in goal 1	Salary of teachers working with low socio-economic students. Cost covered in goal 1
		Teachers will meet with students in lower grades based on identification of English Language Learners for additional instructional time. 2. Teachers will meet with students in lower grades based on identification of English Language Learners for additional instructional time. 3. Teachers will meet with students in lower grades based on identification of English Language Learners for additional instructional time.			Salary of teachers working with English Language Learners. Cost covered in goal 1.	Salary of teachers working with English Language Learners Cost covered in goal 1	Salary of teachers working with English Language Learners. Cost covered in goal 1
		Teachers will receive additional support with professional development to deliver targeted instruction.			Professional development for teachers. Cost covered in goal 1.	Professional development for teachers Cost covered in goal 1	Professional development for teachers. Cost covered in goal 1

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Implement ation of academic content and performanc e standards adopted by the state board for all pupils, including English learners. (Priority 2)	<p>2. Teachers will receive additional support with professional development to deliver targeted instruction.</p> <p>3. Teachers will receive additional support with professional development to deliver targeted instruction.</p>					
	Pupil achieveme nt: performanc e on standardiz ed tests, score on Academic Performan ce Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassifica	<p>Supporting EL students through targeted intervention provided to the students by certificated teachers.</p> <p>2. Supporting EL students through targeted intervention provided to the students by certificated teachers.</p> <p>3. Supporting EL students through targeted intervention provided to the students by certificated teachers.</p>			Purchase of ELD materials. Cost covered in goal 1.	Purchase of ELD materials Cost covered in goal 1	Purchase of ELD materials. Cost covered in goal 1

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<p>tion 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)</p> <p>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)</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	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)						
Goal 3 - Increase overall reading scores in middle school grades based on; local assessments given a minimum of three times throughout the year, state assessment given annually, and maintaining or increasing schools' score on the academic performance index. Students will show an increase of at	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	Teachers will meet with students in within CORE Academy based on low achieving data for approximately 80 minutes per week for intervention instruction. 2. Teachers will meet with students in within CORE Academy based on low achieving data for approximately 80 minutes per week for intervention instruction.			Salary of teachers working with low socio-economic students. This expense will be financed with unrestricted dollars. 1000-1999: Certificated Personnel Salaries \$5,762	Salary of teachers working with low socio-economic students. This expense will be financed with unrestricted dollars. 1000-1999: Certificated Personnel Salaries \$5,939	Salary of teachers working with low socio-economic students. This expense will be financed with unrestricted dollars. 1000-1999: Certificated Personnel Salaries \$6,117

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
least one full grade level per year, based on their starting level as measured by the local assessment.	<p>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)</p> <p>Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)</p>	3. Teachers will meet with students in within CORE Academy based on low achieving data for approximately 80 minutes per week for intervention instruction.					
		3. Teacher will deliver language instruction for students classified as English Language Learners					Salary / contract of teacher working with identified EL students. This expense will be financed with unrestricted dollars. 1000-1999: Certificated Personnel Salaries \$3,375

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<p>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.</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<p>(Priority 4)</p> <p>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)</p> <p>Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Education Code section 51220, as applicable. (Priority 8)						
Goal 4 - Increase overall parent engagement and participation.	<p>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)</p> <p>School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	on the sense of safety and school connected ness. (Priority 6)						
Goal 5 - Increase student engagement in the school environment	<p>Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates. (Priority 5)</p> <p>School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<p>teachers on the sense of safety and school connectedness. (Priority 6)</p> <p>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)</p>						

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.)

Bridges Charter School is receiving an additional \$41,342 for our low income, foster youth and English learner pupils.

Bridges Charter School will continue to invest in professional development for our teachers, curriculum and materials, and technology with infrastructure support needed to fully implement Common Core Standards for all of our students.

At this time, expenditures for LCAP goals 4 and 5 are minimal. There are a number of ways to increase parental involvement that have been identified by the School Site Council, staff and Parent Advisory Committee that do not require funding. As a result of this strategic planning in LCAP year 1, there may be additional expenditures allocated for future LCAP years.

Bridges Charter School teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. The bulk of the increase in goals 1, 2 and 3 will go towards increasing the instructional capacity of our teaching staff. Bridges has shown a strong instructional program in math, however there has been traditionally a gap in reading scores. Our funding will go to the development of building up literacy centers, materials, professional development opportunities and additional staffing. We will also offer an after school program with homework support, as well as more after school tutoring and Intervention for our struggling low income and English Learner students.

Expenditures on these services are the most effective use of funds to meet our goals of improving academic achievement of English Learners and Low Socio-economic students and implementing Common Core standards.

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.

In accordance with the FCMAT Local Control Funding Formula calculator, Bridges Charter School will increase and improve services for unduplicated pupils as compared to the services provided to all pupils by 1.63%.

Services provided to all students at Bridges Charter School include expenditures on professional development for Common Core implementation and project based learning; technology equipment, infrastructure, and support; and curriculum materials and software that support Common Core standards.

Additional services for our low income and English Learner students include additional support for Reading, Literacy and English Language Arts, after school intervention and homework support. Targeting struggling students and providing these additional supports will eliminate our achievement gap in Reading as well as allow all our students to access and master the Common Core standards.

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.