

**§ 15497. Local Control and Accountability Plan and Annual Update Template.****Introduction:****LEA: Uncharted Shores Academy****Contact : Margie Rouge, Executive Director: [margierouge@shoresacademy.com](mailto:margierouge@shoresacademy.com) (707) 464-9828****LCAP Year: 2015-2016*****Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

### **State Priorities**

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

#### *A. Conditions of Learning:*

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

## **Section 1: Stakeholder Engagement**

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

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

### **Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP? **Uncharted Shores Academy (USA) is governed by a board which consists of representatives of the various stakeholders for the school. Parents compose up to four members of the board and are responsible for communicating board deliberations to the rest of the parents via a monthly Parent Club meetings. Parents may voice their concerns at the monthly parent club meetings or directly to the parent representatives. Additionally, parents are notified of governance decisions, including budgeting, via monthly newsletters initiated by the Executive Director.**

**Community members compose up to three members of the board. The USA Governing Board actively recruits members of the community which may have an interest in the success of the school and can contribute to the Board's understanding of the school's place in the community. These members bring an outside viewpoint and unbiased perspective to board deliberations, and can be instrumental in forming the plans for USA's budget, especially community members with a financial and/or educational background. The general public may always communicate their concerns to the Board (including concerns about budgeting) at the monthly Board meetings, as there is an open comment time always set aside at the beginning of every meeting to address issues from the community or school stakeholders.**

The executive director is responsible for ultimately developing and maintaining the budget, and the director serves as a permanent board member. At least one other staff member is also on the board as a representative of the USA instructional staff. The Del Norte County Office of Education may also be considered a stakeholder, as they are charged with the oversight of our charter. USA reports their budget to the DNCOE Board several times a year, and the executive director confers with the DNCOE superintendent on a regular basis concerning the budget and other issues.

With parent, community, and staff member representatives on the USA Governing Board, it was determined that the USA Board adequately represents the stakeholders for the school. Thus, the Board has been charged with developing, reviewing, and supporting the 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?  
**The USA Board has been included in the discussion and approval of the budget since the beginning of the school, and with the LCAP requirements, the Board has become more active in ascertaining that the representatives to the Board are communicating to the stakeholders whom they represent.**
  
- 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?  
**The entire budget, presented as an excel spreadsheet, is open to the public and open to discussion among the board members every month at the regularly scheduled board meetings. The state priorities and USA's progress towards meeting these priorities are openly discussed at board meetings, and each board member receives a copy of the state priorities, as listed in the introduction to this document. The USA Governing Board annually reviews the USA charter agreement, USA's *Single Plan for Student Achievement*, the *MOU between USA and DNCOE*, student assessment scores on state and local assessments, and parent recommendations in determining goals for the LCAP.**
  
- 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?  
**As the USA Governing Board has been actively involved in the budget for the school since its commencement, radical changes in the budget have not been necessary for the LCAP. Appropriate changes have been made in the budget throughout the school year after open discussion with the USA Governing Board.**

- 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? **The USA Board seeks to include parents of the various subgroups as members. All parents are included in the Parent Club, including those who have students within identified subgroups, and are given ample opportunity to voice their concerns at these meetings. USA parents have been invited to each monthly meeting via newsletters, postings on the school bulletin board, and in person. Input received at these meetings was included in the development of the USA LCAP.**
- 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><b>The USA Governing Board includes members who represent the various stakeholders: parents, instructional staff, community members. The Board is instrumental in the development and annual update of the LCAP. All parents have the opportunity for a voice through monthly Parent Club meetings and receive information through monthly newsletters. Additionally, an annual survey considers the concerns of parents, staff, and students. Staff may voice concerns at weekly staff meetings. Community members, parents, and staff have an opportunity to address the Board at every monthly meeting.</b></p>	<p><b>Information gleaned from the various stakeholders is considered by the USA Governing Board and the USA Executive Director in the development of the LCAP. We will use this information to improve outcomes for pupils, as will be reflected in the annual update next year.</b></p>

**Section 2: Goals and Progress Indicators**

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

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific

metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

#### **Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"? **Goal #1**
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"? **Goal #2**
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)? **Goal #3**
- 4) What are the LEA's goal(s) to address locally-identified priorities? **Included in Goal #1**
- 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.)? **USA Governing Board reviewed the charter school's mission and student outcomes designated in the charter, reviewed the goals designated in USA's Memorandum of Understanding with DNCOE, analyzed state test results, and requested input from parents and staff.**
- 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? **USA has only one significant subgroup: socioeconomic disadvantaged students. Goal # 3 specifically targets USA's significant subgroup by proposing to take specific actions to encourage the involvement of the parents of socioeconomic disadvantaged students in their children's education.**
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP? 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? What information was considered/reviewed for individual school sites? **The metrics and specific outcomes of the goals are listed below each of the goals. The USA Governing Board**

reviewed the USA charter agreement, USA's Single Plan for Student Achievement, MOU between USA and DNCOE, student test scores, and parent concerns in determining the goals.

- 7) What information was considered/reviewed for subgroups identified in Education Code section 52052? **In identifying the major goal for USA's one significant subgroup (socioeconomic disadvantaged), current parent engagement rates were considered.**
- 8) 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? **USA will conduct its annual review in September of 2015 and update this LCAP at that time.**

## **USA GOALS**

**Goal 1: USA will provide an optimum learning environment where students can feel safe, secure, and nurtured; have the opportunity for a solid, enriched education; and be given the necessary support to progress academically. (Conditions of Learning priorities #1,2,7)**

**Metric for evaluation: A positive response to the following questions on an annual review:**

- 1. Are all teachers appropriately credentialed for their teaching assignments? (priority #1)**
- 2. Do all teachers have access to adequate resources to allow them to implement the thematic common-core academic content and performance standards for all pupils? (priority #2)**
- 3. After an annual inspection of the facilities, including the playground and the gym, for safety and condition, have needed repairs been completed? (priority #1)**
- 4. Has USA made available to all students, including all subgroups, the opportunity to participate in daily site-based instruction? (priority #7)**
- 5. Does USA offer site-based instruction in the two core subjects of math and LA, integrating the subjects thematically with science, soc sci, PE, health, character development, and visual & performing arts? (priority #7)**
- 6. Has USA maintained an adequate instructional staff (including instructional assistants) to achieve a 12:1 instructor:student ratio in grades K-5 in order to ensure adequate support of younger students in meeting the outcomes required by the charter? (local priority A)**



7. Has USA increased use of technology in the classroom to ensure all students, including subgroups, receive a strong, enriched education? (local priority B)

**Goal 2: USA students will show measurable academic progress. (Pupil Outcomes priorities 4 & 8)**

**Metric for evaluation:**

1. Progress towards attaining goals stated in USA's *Single Plan for Student Achievement*, with student subgroup of socioeconomic disadvantaged also meeting targeted goals (priority #4)
2. Progress on the local student assessment test (priority #4)
3. Progress with attaining the outcomes indicated in the USA Charter agreement. (priority #8)

**Goal 3: USA will provide the means for parents to participate in the education of their children, including specific actions to involve the parents of the significant student subgroup of socioeconomic disadvantaged. (Engagement priorities #3,5,6)**

**Metric for evaluation:**

1. Percent of parents involved in the Parent Club, with parents of socioeconomic disadvantaged students tracked separately (priority #3)
2. Percent of parents of special needs pupils who attend IEP's and SST's for their children (priority #3)
3. Percent of annual parent surveys returned (priority #3)
4. Percent of surveys reporting that parents and teachers feel the students are safe at school (#6)
5. Percent of surveys reporting that parents and teachers feel that there is a home/school connection (priority #6)
6. Tracking of school-wide student attendance rates. (priority #5)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: Optimum Learning Environment	Goal #1	All; socioeconomically disadvantaged subgroup targeted	All		Met 4 of the 7 actions identified in the metric	Met 5 of the 7 actions identified in the metric	Met all of the 7 actions identified in the metric	Priorities #1,2, 7
Need: Student academic progress	Goal #2	All; socioeconomically disadvantaged subgroup targeted	All		Positive progress on identified metric actions	Positive progress on identified metric actions	Positive progress on identified metric actions	Priorities #4 & 8
Need: Parent participation in the education process	Goal #3	All; socioeconomically disadvantaged subgroup targeted	All		Baseline data of parent participation compiled	Improvement on all identified metric actions	Continued improvement on all identified metric actions	Priorities #3, 5, 6

### 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 <i>All will be school-wide</i>	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)- <i>expense chart below</i>		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
#1 - Optimum Learning Environment	State Priority #1	<b>Appropriately credentialed teachers will be hired for every grade.</b>			<b>3 multi-subj for K-4; 2 single subj for 5-8 (math, soc sci)</b>	<b>4 multi-subj for K-5; 2 single subj for 6-8</b>	<b>5 multi-subj for K-5; 2 single subj 6-8 (w/ added subjects)</b>
#1 - Optimum Learning Environment	State Priority #2	<b>Teachers will have access to adequate resources to allow them to implement the thematic common-core academic content and performance standards for all pupils.</b>			<b>K-6 math; K-2 lang arts</b>	<b>Add 7-8 math, 3-5 lang arts</b>	<b>All adequate resources available to teachers for thematic, project-based learning</b>
#1 - Learning Environment	State Priority #1	<b>Facilities will be inspected and repairs made annually.</b>			<b>Repairs made as needed</b>	<b>Repairs made as needed</b>	<b>Repairs made as needed</b>
#1 - Learning Environment	State Priority #7	<b>Daily site-based instruction will be available to all students</b>			<b>Continued daily classes</b>	<b>Continued daily classes</b>	<b>Continued daily classes</b>
#1 - Optimum Learning Environment	State Priority #7	<b>Thematic site-based instruction in all subjects will be available to all students.</b>			<b>All subjects taught at school</b>	<b>All subjects taught at school</b>	<b>All subjects taught at school</b>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service <i>All will be school-wide</i>	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)- <i>expense chart below</i>		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
#1 - Optimum Learning Environment	Local Priority A	<b>Adequate instructional staff will be maintained to ensure a 12:1 instructor to student ratio in grades K-5</b>			<b>5 credentialed teachers, 4 instructional aides</b>	<b>7 credentialed teachers, 7 instructional aides</b>	<b>8 credentialed teachers, 6 instructional aides</b>
#1 - Optimum Learning Environment	Local Priority B	<b>The use of technology in the classroom will increase each year.</b>			<b>Laptops for all teachers; 3 lcd projectors &amp; 1 interactive brd</b>	<b>Mobile devices for use in classrooms</b>	<b>Additional chromebooks &amp; document cameras for classrooms</b>
#2 – Academic Progress	State Priority #4	<b>Students will continue to exhibit improvement in academics</b>			<b>Students tested using MAP testing</b>	<b>Students tested using Renaissance</b>	<b>Renaissance testing each term</b>
#2 – Academic Progress	State Priority #4	<b>5% of students will move up a proficiency level annually on the NWEA MAP test</b>			<b>Baseline</b>	<b>Students now tested on Renaissance</b>	<b>Will monitor to see if students exhibit progress</b>
#2 – Academic Progress	State Priority #8	<b>Students will attain the student outcomes indicated in the charter</b>			<b>Plan delineated below the chart</b>	<b>Plan delineated below the chart</b>	<b>Plan delineated below the chart</b>

#3 – Parent engagement	State Priority #3	<b>Monthly Parent Club meetings will be indicated on the school calendar, publicized in the monthly newsletter, posted on the school website, sent to parents via electronic means, advertised in community events in local paper, and displayed on the school bulletin board.</b>			<b>Parent participation in the Parent Club will be tracked</b>	<b>Parent participation in the Parent Club will improve by 25% from the 2014-2015 baseline</b>	<b>Parent participation in the Parent Club will improve by 50% from the 2014-2015 baseline</b>
#3 – Parent engagement	State Priority #3	<b>USA Governing Board members will have phone numbers/e-mails posted on the USA website and included in the newsletter so that parents and community members can contact members as needed.</b>			<b>Parent input will be included in evaluation of the LCAP</b>	<b>Parent input will be included in evaluation of the LCAP</b>	<b>Parent input will be included in evaluation of the LCAP</b>
#3 – Parent engagement	State Priority #3	<b>Annual surveys of all USA families will be conducted</b>			<b>Survey results used to evaluate LCAP</b>	<b>Survey results used to evaluate LCAP</b>	<b>Survey results used to evaluate LCAP</b>
#3 – Parent engagement	State Priority #5	<b>Staff will call parents concerning absentee students</b>			<b>75% of absentee students called</b>	<b>85% of absentee students called</b>	<b>100% of absentee students called</b>

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide) All services school-wide	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal #1	Local Priority B	For low income pupils: Students will have an increased use of technology in the classroom			Low income will receive adequate time to complete assignments on computers at school	Low income will be given training in using mobile devices during class	Low income will receive opportunity to use interactive whiteboards in class
Goal #2	State Priority #4	Low income will meet or exceed the school targets			Low income will score within 10% of schoolwide target	Low income will score within 5% of schoolwide target	Low income will meet or exceed schoolwide target
Goal #3	State Priority #3	At least 50% of the parent club will include low income parents			30% of the Parent Club will be low income parents	40% of the Parent Club will be low income parents	50% of the parent club will be low income parents
Goal #1	State Priority #7	For foster youth: Students will participate in daily site-based classes			Identified foster youth will be targeted for mentoring	Teachers will mentor individual foster youth.	Continued foster youth mentoring

**STUDENT OUTCOME ACTION PLAN**

**EXPENDITURES PLAN**

- 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.)

**As a school with over 70% of low income students, the funds available for all students targets the low income families first. Specifically, USA has increased staffing for 2015-2016 with an additional credentialed teacher and an additional instructional assistant, which lowers the student:staff ratio and gives students additional help and attention. Student access to technology was also increased during the 2014-2015 school year, and will continue to increase during the 2015-2016 school year. This is especially important to low income families who lack access to appropriate technology at home.**

- 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.

**Services for low income students cannot be segregated from services to all students as nearly all students are in the low income category, and to do so would bar higher income students from vital services which the low income are receiving. Therefore, all students receive the same access to technology and staff attention.**



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.