

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

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

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

Involvement Process	Impact on LCAP
<p>L4L LCAP Outreach and Collaboration Process included the following:</p> <p>All Call sent to all students and guardians/community members to invite these groups to participate in the school survey, the LCAP Pizza Party, and other LCAP informational meetings. Weekly calls were placed to remind and ask stakeholders for input.</p> <p>Schoolwide newsletters were sent to all staff, board members, students and guardians, displayed at the school sites, distributed to community members via email that provided information about LCAP and invited stakeholders to participate in the survey and in upcoming meetings, including the school Pizza Party.</p> <p>Letters were sent to all staff, board members, students and guardians in both Spanish and English that provided information about LCAP, including the 8 State Priorities, and invited stakeholders to participate in the school survey via the link provided, email, phone call or hard copy.</p> <p>Phone calls were placed in English or Spanish to all parents and community members to gather feedback regarding school improvement in relation to LCAP and the 8 state priorities.</p> <p>Phone calls were placed or one-on-one conferences were held English or Spanish with each student to provide LCAP information and garner feedback regarding the school improvement and the 8</p>	<p>Below is a collective summary of feedback from each group gathered throughout the Outreach and Collaboration Process:</p> <p>Input: All groups expressed an interest in state priority 1, 2, 5, 7 and 8 and communicated that each student group may benefit academically while increasing retention rates from increased instructional minutes by having additional educational staff, especially in the area of mathematics.</p> <p>Impact: This is reflected in the LCAP goal 1 and goal 2 and their respective action steps in the hiring of additional staff as a means of increasing and maximizing instructional minutes.</p> <p>Input: All groups expressed an interest in state priority 1, 3, 4, and 8 and communicated that each student group may increase academic progression, improve retention, and increase graduation rates through additional one-one-one support.</p> <p>Impact: This is reflected in the LCAP goal 1, goal 2, goal 3 and goal 4 and their respective action steps in the hiring of additional staff and an increase monitoring of student progress.</p> <p>Input: All groups expressed an interest in state priority 1, 3 and 6 and communicated that each student group may benefit academically, students will feel more connected to the program and retention rates may be improved from increased college and career and social/emotional counseling support and course opportunities.</p> <p>Impact: This is reflected in the LCAP goal 1, goal 2, goal 3 and goal 4 and their respective action steps in developing academic,</p>

Involvement Process	Impact on LCAP
<p>State Priorities.</p> <p>LCAP informational and input meetings that were held for classified and certificated staff, Board members, students, guardians, and community on four different days at different times to ensure access.</p> <p><i>Meetings included:</i> LCFF - What it is. LCAP - What it is. Mission Vision Current Obligations 8 Priorities data and current initiatives Timeline</p> <p>Staff reflection meeting was held after feedback was collected from 80% of our schoolwide community. Qualitative data was reviewed to identify patterns of strength and areas of growth and linked to the 8 State Priorities.</p> <p>DELAC meeting was held to provide information on LCAP and reflect on collected feedback. Members were asked to contribute thinking in relation to improving upon or augmenting resources for the current English learner program.</p> <p>Board members were invited to participate in the LCAP process through survey, one-on-one conversations and review of stakeholder input.</p> <p>Public hearing Final draft Board LCAP adoption Turn in to county and sponsoring district for review Posted on website for public access</p>	<p>social/emotional support systems and expanding CTE course access and options.</p> <p>Input: All groups expressed interest in state priority 1, 3 and 6 and communicated that increased parental involvement in the program may be beneficial for students. Groups believe that increased communication in Spanish and additional opportunities, like academic conferences will increase student progress, school culture, retention and support.</p> <p>Impact: This is reflected in the LCAP goal 1, goal 2, goal 3, goal 4 and goal five and their respective action steps such ways as hiring a new school counselor, exploring options for expanding electives offerings, developing additional opportunities for parental involvement.</p> <p>Input: Student and parent/community groups expressed interest in state priority 3, 4 and 8 communicated that providing extra-curricular or elective opportunities will foster engagement, retention and a positive school culture. These opportunities might include: awards nights, Grad Nite, dance, choir, theater, sports or technology.</p> <p>Impact: This is reflected in the LCAP goal 1, goal 2, goal 3, goal 4 and goal 5 and their respective action steps by exploring CTE programs and additional course offerings and input opportunities.</p>

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?

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

Note: The LCAP goals below are a synthesis of the 14 charter goals found in the petition.

Develop clear and effective reading, writing, and oral communication skills

Master the fundamentals such as reading, writing, mathematics, science, and social studies

Acquire a strong foundation in mathematical reasoning and skills

Develop strong technology skills

Develop character and the ability to respect the differences that arise in a multi-cultural community

Learn about the culture, economic, geographical, political, and technological forces which have impacted their community, county, and the world

Acquire knowledge and skills in the sciences and the ability to conduct inquiries using the scientific method and problem-solving skills

Find, select, evaluate, organize, and use information from various sources

Participate in the creation and development an appreciation of the arts

Acquire knowledge of pertinent health issues and the development of physical fitness

Develop self-motivation and confidence to successfully accomplish multiple responsibilities and challenges that are faced daily

Recognize the importance of personal responsibility and respect for others

Accept challenges and utilize opportunities

Learn more about themselves and demonstrate critical decision making skills necessary to a responsible citizen

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.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Need: Increase retention rates</p> <p>Metrics: Based on a review of graduation rates and dropout rates, there is an identified need to increase retention rates.</p>	<p>Goal 1: <i>Increase retention rates</i></p> <p>Retention rates will increase through providing increased support to students.</p>	All	All		<p>Retention rates will improve for all long term students and all subgroups as measured by the following:</p> <p>Graduation rate will increase by 2%</p> <p>Dropout rates will decrease by 2%</p> <p>Maintain a less than 2% suspension and expulsion rate</p> <p>Maintain an 85% or higher attendance rate</p> <p>Establish baseline data for chronic absenteeism rate</p>	<p>Retention rates will improve for all long term students and all subgroups as measured by the following:</p> <p>Graduation rate will increase by 2%</p> <p>Dropout rates will decrease by 2%</p> <p>Maintain a less than 2% suspension and expulsion rate</p> <p>Maintain an 85% or higher attendance rate</p> <p>Reduce chronic absenteeism rate by 2%</p>	<p>Retention rates will improve for all long term students and all subgroups as measured by the following:</p> <p>Graduation rate will increase by 2%</p> <p>Dropout rates will decrease by 2%</p> <p>Maintain a less than 2% suspension and expulsion rate</p> <p>Maintain an 85% or higher attendance rate</p> <p>Reduce chronic absenteeism rate by 2%</p>	4, 5, 6, 7, 8
<p>Need: Increase Academic Progress</p> <p>Metrics: Based on a review of Personalized Learning Plan credit completion rates, local benchmark(s)</p>	<p>Goal 2: <i>Increase student completion rate of core academic requirements</i></p> <p>Students will progress toward graduation utilizing standards based curriculum and</p>	All	All		<p>Establish baseline of proficiency as measured by the following:</p> <p>Personalized Learning Plan credit completion rate based on a wide course of study using</p>	<p>Student achievement will increase from baseline by 2% for the following:</p> <p>Personalized Learning Plan credit completion rate based on a wide course of study using</p>	<p>Student achievement will increase from previous year by 2% for the following:</p> <p>Personalized Learning Plan credit completion rate based on wide course of study using</p>	1, 2, 4, 5, 6, 7, 8,

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.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
proficiency levels, CAHSEE pass rates there is an identified need for increased academic progress for core academic requirements for higher achievement.	appropriate intervention supports for higher academic achievement.				standards-aligned instructional materials Local Benchmarks proficiency levels for ELA, mathematics, science, and social science Statewide assessments in ELA and mathematics No API developed by the state Student achievement will improve for all long term students and all subgroups as measured by the following: CAHSEE pass rates will increase in ELA and mathematics by 2% For all English learners annual measurable academic objectives (AMAO) set by the state will be	standards-aligned instructional materials Local Benchmarks proficiency levels for ELA, mathematics, science, and social science Statewide assessments in ELA and mathematics Student achievement will improve for all long term students and all subgroups as measured by the following: CAHSEE pass rates will increase in ELA and in mathematics by 2% Meet the API targets set by the state For all English learners annual measurable academic objectives (AMAO) set by the state will be	standards-aligned instructional materials Local Benchmarks proficiency levels for ELA, mathematics, science, and social science Statewide assessments in ELA and mathematics Student achievement will improve for all long term students and all subgroups as measured by the following: CAHSEE pass rates will increase in ELA and in mathematics by 2% Meet the API targets set by the state For all English learners annual measurable academic objectives (AMAO) set by the state will be	

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 S2052) 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.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					met English learner reclassification rates will increase by 2% Maintain 100% Highly Qualified Teacher status	met English learner reclassification rates will increase by 2% Maintain 100% Highly Qualified Teacher status	met English learner reclassification rates will increase by 2% Maintain 100% Highly Qualified Teacher status	
Need: Develop computer literacy skills in order to meet state-adopted standards Metrics: Based on the new demands of the state-adopted standards there is an identified need to develop foundational-level skills for computer literacy as a necessary post-secondary requisite.	<u>Goal 3:</u> <i>Students will obtain basic computer use skills and complete one online course</i> Students will gain foundational technology skills as determined by adopted-state standards as an entry point for obtaining 21 st century skills	All	All		Develop an assessment to measure technology literacy	Establish baseline data	Student will increase basic technology skill levels from the established baseline by 2% as measured by the following: Yet-be-determined assessment(s)	1, 2, 3, 4, 5, 6, 7, 8
Need: Increase college and career readiness Metrics: To best support the need for	<u>Goal 4:</u> <i>Students will gain skills for college and career readiness</i> Students will gain career	All	All		100% all long term students in all subgroups have an individualized learning plan that incorporates a CTE	100% all long term students in all subgroups have an individualized learning plan that incorporates a CTE	100% all long term students in all subgroups have an individualized learning plan that incorporates a CTE	2, 3, 4, 5, 6, 7, 8

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.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
college and career readiness, the completion of a Career and Technical Education (CTE) course is an identified need that will help develop post-secondary preparedness.	and college readiness by being able to integrate and apply 21st century skills.				course Establish a baseline of data for CTE course completion rates The number of students who qualify for a credit bearing course post-secondary courses on the Early Assessment Program exam will increase by 2% <i>Note: Currently, there are no Advanced Placement courses offered in our program</i>	course Course completion rates increase for all students and all subgroups by 2% from the established baseline measured by the Individualized Learning Plan The number of students who qualify for a credit bearing course post-secondary courses on the Early Assessment Program exam will increase by 2%	course Course completion rates increase for all students and all subgroups by 2% from the prior year as measured by the Individualized Learning Plan The number of students who qualify for a credit bearing course post-secondary courses on the Early Assessment Program exam will increase by 2%	
Need: Increase opportunities for stakeholder involvement in the program Metrics: Based on a review of the current level of stakeholder involvement and stakeholder survey results, there is an	Goal 5: <i>Increase opportunities for stakeholder involvement</i> Increasing opportunities for stakeholders to become engaged in the educational process and program will augment support for students and strengthen school	All	All		Opportunities for stakeholder involvement will increase through: Development of a calendar of events Communicate scheduled events Gather baseline data	Opportunities for stakeholder involvement will increase through: Development of a calendar of event Communicate scheduled events Increase stakeholder	Opportunities for stakeholder involvement will increase through: Development of a calendar of event Communicate scheduled events Increase stakeholder	3, 4, 5, 6, 8

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.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
identified need to explore increasing opportunities for involvement in the school program.	culture.				of stakeholder participation rates as measured by sign-in sheets Collect t stakeholder input as measured by an annual survey. Develop baseline completion data.	participation rates from baseline data by 2% as measured by sign-in sheets Collect t stakeholder input as measured by an annual survey. Increase completion data by 2%.	participation rates from the previous year by 2% by sign-in sheets Collect t stakeholder input as measured by an annual survey. Increase completion data by 2%.	

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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p><i>Goal 1: Increase retention rates</i></p> <p><i>Goal 2: Increase student completion rate of core academic requirements</i></p> <p><i>Goal 3: Students will obtain basic computer use skills and complete one online course</i></p> <p><i>Goal 4: Students will gain skills for college and career readiness</i></p>	1, 2, 4, 5, 7, 8	The foundation of an effective educational program is Highly Qualified Teaching staff.	LEA-wide		<p>Certificated Staff: Cost: \$1,585,000 (B1, B3) (salary & benefits)</p> <p>LCFF Funding</p>		
<p><i>Goal 1: Increase retention rates</i></p> <p><i>Goal 2: Increase student completion rate of core academic requirements</i></p> <p><i>Goal 3: Students</i></p>	1, 2, 4, 5, 7, 8	A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.	LEA-wide		<p>Professional Development for certificated staff: Cost: \$33,000 (B2, B3)</p> <p>Materials, hardware and software: Cost: \$180,000 (B4)</p> <p>LCFF Funding</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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p><i>will obtain basic computer use skills and complete one online course</i></p> <p><i>Goal 4: Students will gain skills for college and career readiness</i></p>							
<p><i>Goal 1: Increase retention rates</i></p> <p><i>Goal 2: Increase student completion rate of core academic requirements</i></p> <p><i>Goal 3: Students will obtain basic computer use skills and complete one online course</i></p> <p><i>Goal 4: Students will gain skills for college and career readiness</i></p>	1, 2, 4, 5, 7, 8	Support staff is required to maintain an effective educational program.			Classified Staff: Cost: \$54,000 (B2, B3) (salary & benefits) LCFF Funding		
<p><i>Goal 1: Increase retention rates</i></p> <p><i>Goal 2: Increase student</i></p>	1, 2, 4, 5, 7, 8	Safe and secure facilities are required to maintain an effective educational program.			Facilities: Cost: \$300,000 (B5) LCFF Funding		

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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p><i>completion rate of core academic requirements</i></p> <p><i>Goal 3: Students will obtain basic computer use skills and complete one online course</i></p> <p><i>Goal 4: Students will gain skills for college and career readiness</i></p>							
<p><i>Goal 1: Increase retention rates</i></p> <p><i>Goal 2: Increase student completion rate of core academic requirements</i></p> <p><i>Goal 3: Students will obtain basic computer use skills and complete one online course</i></p> <p><i>Goal 4: Students will gain skills for college and career readiness</i></p>	1, 2, 4, 5, 7, 8	Educational materials are required to maintain an effective program.			Materials: Cost: \$40,000 (B4) LCFF Funding		

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p><i>Goal 1: Increase retention rates</i></p> <p><i>Goal 2: Increase student completion rate of core academic requirements</i></p> <p><i>Goal 3: Students will obtain basic computer use skills and complete one online course</i></p> <p><i>Goal 4: Students will gain skills for college and career readiness</i></p> <p><i>Goal 5: Increase opportunities for stakeholder involvement</i></p>	1, 2, 3, 4, 5, 6, 7, 8	<p>For low income pupils, English learners and Foster Youth:</p> <p>Increase academic and social/emotional support services</p>			<p>1. Increase instructional access through addition staff Cost: \$231,000 (B1, B2, B3)</p> <p>2. Increase academic and social/emotional support services through additional counseling staff Cost: \$39,000 (B1, B3)</p> <p>3. Establish an integrated intervention system Cost: \$39,000 (B1, B3)</p> <p>4. Community Welfare and Attendance Technician Cost: \$54,000 (B2, B3)</p> <p>5. Provide transportation assistance Cost: \$8,000 (B4)</p> <p>LCFF Funding</p>		

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p><i>Goal 1: Increase retention rates</i></p> <p><i>Goal 2: Increase student completion rate of core academic requirements</i></p> <p><i>Goal 3: Students will obtain basic computer use skills and complete one online course</i></p> <p><i>Goal 4: Students will gain skills for college and career readiness</i></p> <p><i>Goal 5: Increase opportunities for stakeholder involvement</i></p>	1, 2,3, 4, 5, 6, 7,8	<p>For low income pupils, English learners and foster youth:</p> <p>Provide an intervention and support program</p>			<p>1. Provide professional development for certificated and classified staff to implement intervention program. Cost: \$177,000 (B1, B2, B3)</p> <p>2. Purchase materials, hardware and software for intervention program Cost: \$60,000 (B4)</p> <p>3. Meet AB167 guidelines</p> <p>LCFF Funding</p>		
<p><i>Goal 1: Increase retention rates</i></p> <p><i>Goal 2: Increase student</i></p>	1, 2, 3, 4, 5, 6, 7, 8	<p>For redesignated fluent English proficient pupils:</p> <p>Track academic progress</p>			<p>1. Certificated and Classified staffing to track and review progress</p>		

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p><i>completion rate of core academic requirements</i></p> <p><i>Goal 3: Students will obtain basic computer use skills and complete one online course</i></p> <p><i>Goal 4: Students will gain skills for college and career readiness</i></p> <p><i>Goal 5: Increase opportunities for stakeholder involvement</i></p>		to ensure adequate support and achievement			<p>Cost: \$66,000 (B1, B2, B3) (salary & benefits)</p> <p>LCFF Funding</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.)

Using the FCMAT LCFF calculator, Ambassador Phillip V. Sanchez Public Charter has calculated it will receive \$663,514.00 in Supplemental and Concentration funding under the Local Control Funding Formula. The details of these expenditures are itemized in section 3B of this plan. It includes additional counseling, mentoring, tutoring, and technology upgrades to serve our at-risk and mobile population.

- 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.

Ambassador Phillip V. Sanchez Public Charter has calculated it will receive \$663,514.00 in Supplemental and Concentration funding under the Local Control Funding Formula. Their proportional percentage has been calculated at 15.13% and they have demonstrated they have met the proportional percentage by spending all supplemental and concentration funds allocated, on services for the unduplicated student population as outlined in Section 3B.

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.