



**Local Control Accountability Plan**  
**2015-16**

**§ 15497.5 Local Control and Accountability Plan and Annual Update Template.**

**Introduction:**

LEA: Empower Charter School

Contact: Demi Brown, Executive Director, President, [dbrown@empowercharter.org](mailto:dbrown@empowercharter.org) (619) 722-0414 LCAP Year: 2015-16

***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. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:**

**Parental involvement:** *efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?
- 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 representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>The involvement process in developing the new 2015-16 LCAP goals, actions and services has included the participation, feedback and input from stakeholders (students, parents/guardians, staff, and community) including those representing unduplicated students. The involvement process included but was not limited to:</p> <ul style="list-style-type: none"> <li>• Ongoing conversations throughout the year during monthly parent meetings including School Site Council (SSC), English Language Advisory Committee (ELAC); and Board of Directors meetings.</li> <li>• Discussions on findings of LCAP survey to stakeholders and obtaining feedback</li> <li>• Discussions on student assessments results with stakeholders during parent, advisory, staff and governing board meetings</li> <li>• Determining whether goals need revision based on findings from data</li> <li>• Making revisions and aligning budget to 8 State Priorities and activities identified.</li> <li>• Discussions with students during their lunch period to obtain their input/feedback on school culture, academic performance, and SBAC/CAASPP feedback.</li> </ul> <p>Meetings have taken place on the days listed under “Impact on LCAP.”</p> <p>An LCAP online survey was administered during the months of April- May 2015 and provided to parents in Spanish &amp; English. There were a total of 87 respondents comprised of:</p> <ul style="list-style-type: none"> <li>• 33% Parents</li> <li>• 53% Students</li> <li>• 13% Staff</li> <li>• 1% Community Members</li> </ul> <p>Socioeconomic factors including race/ethnicity were identified in LCAP survey to ensure unduplicated students were included as well as all stakeholders especially students. Findings were shared with stakeholders. All parent meetings include translation services offered in Spanish. Typically, during parent meetings approximately 50% of parents are</p>	<p>During the plethora of meetings with stakeholders, parents provided feedback on the following changes and/or additions they would like to see that includes:</p> <ul style="list-style-type: none"> <li>• More field trips</li> <li>• More hands-on and creative learning experiences</li> <li>• Addition of technology</li> <li>• More parent involvement</li> </ul> <p>Stakeholder involvement has been continued and supported throughout the school year that has included students and parents of unduplicated students. Our website has also provided updates on the LCAP throughout the school year. The following meeting dates have taken place:</p> <p>For PARENTS:</p> <ul style="list-style-type: none"> <li>• Parent/Teacher Committee April 14<sup>th</sup>, 2015 at 5pm (discussed goals, metrics, survey data, and student performance data)</li> <li>• Coffee/Tea with the Director Meeting on March 18<sup>th</sup> at 9:30am and another session at 5:00pm – Explained LCAP and goals, and importance of survey</li> <li>• SSC Meeting: April 28, 2015 at 3:45pm Reviewed LCAP goals, metrics, survey data and student performance data</li> <li>• ELAC Meeting: April 27, 2015 at 4pm- Discussed goals, metrics, and reviewed survey and student performance data</li> </ul> <p>For STUDENTS:</p> <ul style="list-style-type: none"> <li>• Administered LCAP Survey</li> <li>• Casual informal conversation during lunch about goals, metrics, and obtain feedback</li> </ul> <p>For STAFF</p> <ul style="list-style-type: none"> <li>• Staff Meeting: May 13, 2015 - Discussed goals, metrics,</li> </ul>

<p>Spanish-speaking while the other 50% are English only. All meetings are documented with sign-in sheets, and agendas.</p>	<p>and reviewed survey and student performance data</p> <p>For GOVERNING BOARD:</p> <ul style="list-style-type: none"> <li>• Board Meeting: April 8, 2015 at 5:30pm- Reviewed current LCAP, discussed goals</li> <li>• Board Meeting: May 13, 2015 at 5:30pm – Discussed goals, metrics, and reviewed survey and student performance data</li> <li>• Board Meeting: June 10, 2015 at 5:30pm- Board to formally approve LCAP</li> </ul> <p>The involvement of stakeholders has helped the school to determine if last year’s goals should be refined and helped us align our LCAP to school needs. In addition, conversations with students has helped Empower Charter School understand how the school can continue to support a safe and engaging learning environment (additional technology, providing field trips, and providing counseling).</p>
<p><b>Annual Update:</b> Empower Charter School has hosted numerous events throughout the school year with stakeholders to discuss 2014-15 LCAP goals, measurable outcomes, actions, services and progress for each including the use of qualitative and quantitative data. Data provided includes DRA Reading levels demonstrating student performance; and disaggregated by subgroup and unduplicated counts (EL, Low Income, Foster Youth); NWEA MAP Assessment results, attendance rates, truancy, suspension/expulsion data. The following is a list of meeting dates that have taken place:</p> <ul style="list-style-type: none"> <li>• Parent/Teacher Committee April 14<sup>th</sup>, 2015 at 5pm (discussed goals, metrics, survey data, and student performance data)</li> <li>• Coffee/Tea with the Director Meeting on March 18<sup>th</sup> at 9:30am and another session at 5:00pm – Explained LCAP and goals, and importance of survey</li> <li>• SSC Meeting: April 28, 2015 at 3:45pm Reviewed LCAP goals,</li> </ul>	<p><b>Annual Update:</b></p> <p>A variety of stakeholders took the survey.</p> <ul style="list-style-type: none"> <li>▪ 100% of staff members, with the exception of the Executive Director, took the survey</li> <li>▪ 90% students in grades 1-5 took the survey (46 out of 51)</li> <li>▪ 1 community member took the survey</li> <li>▪ 43% of parents/guardians took the survey (29 out of 68 families)</li> </ul> <p>The stakeholder feedback was helpful to gain a perspective of LCAP goals, actions, and services.</p>

metrics, survey data and student performance data

- ELAC Meeting: April 27, 2015 at 4pm- Discussed goals, metrics, and reviewed survey and student performance data
- Board Meeting: April 8, 2015 at 5:30pm- Reviewed current LCAP, discussed goals
- Board Meeting: May 13, 2015 at 5:30pm – Discussed goals, metrics, and reviewed survey and student performance data
- Board Meeting: June 10, 2015 at 5:30pm- Board to formally approve LCAP
- Staff Meeting: May 13, 2015 - Discussed goals, metrics, and reviewed survey and student performance data
- School Site Council Meetings
- English Language Advisory Committee (ELAC) Meetings

Stakeholders have been informed and been engaged in the LCAP process using the following methods:

- Weekly newsletters in March & April 2015 announcing LCAP meetings and surveys
- Greeted parents when they picked up their child after-school with an iPad to complete LCAP parent surveys
- Sign at the front entrance with updates/reminders about taking the survey
- School website – link and information to LCAP survey for stakeholders
- Social Media
- Students participated in the LCAP survey during class

The engagement process re-affirmed the goals that we had in place. The LCAP provides for technology purchases, training for teachers to implement more creative and hands-on learning experiences, and a plan to engage and involve parents.

**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.



**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. 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 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 parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes 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?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) 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?

<b>GOAL:</b>	<b>Goal 1:</b> All students will receive instruction from teachers fully credentialed in the subject areas, will have sufficient access to standards-aligned instructional materials, and learn in a well-maintained school environment.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify 1 <input checked="" type="checkbox"/> 2__ 3__	
<b>Identified Need:</b>	<ul style="list-style-type: none"> <li>• 100% of teachers are appropriately credentialed</li> <li>• ELA &amp; Math Curriculum is Common Core aligned</li> <li>• School facilities are maintained in good repair</li> </ul>			
<b>Goal Applies to:</b>	<b>Schools:</b>	Empower Charter School		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1: 2015-16</b>				
<b>Expected Annual Measurable Outcomes:</b>	1. 100% fully credentialed teachers 2. All students have access to Common Core aligned ELA and Math curriculum 3. Facilities are safe and maintained.			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1. Executive Director to ensure all actions related to Goal 1 are implemented.  2. Employ and recruit highly qualified teachers.  3. Provide Special Education Services: <ul style="list-style-type: none"> <li>• Educational Specialist</li> <li>• Occupational Therapist</li> <li>• Speech Therapist</li> <li>• Psychologist</li> <li>• Counselor – provide Mental Health Services</li> </ul>		Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1. \$13,200-LCFF Base; (Personnel)  2. \$299,000-LCFF Base, EPA, Title 1; (Personnel)  3. \$77,000-SPED funding, LCFF Base; (Personnel, Educational Consultants)
1. Provide Common Core aligned curriculum & supplemental materials: <ul style="list-style-type: none"> <li>• Eureka Math (Grades K-6)</li> <li>• McGraw Hill: ELA &amp; SLA Curriculum <i>Wonders/Maravillas</i></li> <li>• Foss Kits (Grades K-6)</li> </ul>		Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1. \$18,000 One-time mandate revenues, LCFF Base;

<ul style="list-style-type: none"> <li>• History Alive (Grades K-6)</li> <li>• Raz Kids</li> <li>• Reading A-Z (Grades K-6)</li> <li>• Guided reading materials</li> </ul>			(Core Textbooks, Reference Materials)
<ol style="list-style-type: none"> <li>1. Develop a facility needs assessment.</li> <li>2. Provide IT services, and EdTech Professional Development.</li> <li>3. Annual Leasing Costs including maintenance to ensure a clean and safe campus.</li> </ol>	Schoolwide	<p>X_ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ol style="list-style-type: none"> <li>1. \$0</li> <li>2. \$20,000- Title V Implementation Grant; (Professional Consultants)</li> <li>3. \$125,000- SB 740, LCFF Base; (Facilities Costs)</li> </ol>

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	1. 100% fully credentialed teachers 2. All students have access to Common Core aligned ELA, Math, Science & Social Science curriculum 3. Facilities are safe and maintained.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Executive Director to ensure all actions related to Goal 1 are implemented.  2. Employ and recruit highly qualified teachers.  3. Provide Special Education Services: <ul style="list-style-type: none"> <li>▪ Educational Specialist</li> <li>▪ Occupational Therapist</li> <li>▪ Speech Therapist</li> <li>▪ Psychologist</li> <li>▪ Counselor – provide Mental Health Services</li> </ul>	Schoolwide	X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1. \$13,800-LCFF Base; (Personnel)  2. \$415,000-LCFF Base, EPA, Title 1; (Personnel)  3. \$80,000-SPED Funding; Personnel, (Educational Consultants)
1. Provide Common Core aligned curriculum & supplemental materials: <ul style="list-style-type: none"> <li>• Eureka Math (Grades K-6)</li> <li>• McGraw Hill: ELA &amp; SLA Curriculum <i>Wonders/Maravillas</i></li> <li>• Foss Kits (Grades K-6)</li> <li>• History Alive (Grades K-6)</li> <li>• Raz Kids</li> <li>• Reading A-Z (Grades K-6)</li> <li>• Guided reading materials</li> </ul>	Schoolwide	X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1. \$45,000 LCFF Base-(Core Textbooks, Reference Materials)
1. Implement facility needs assessment.  2. Implement facility upgrades to ensure sufficient bandwidth for technology (curriculum) implementation schoolwide and administration of SBAC/CAASPP state mandated testing implementation.  3. Provide IT services, and EdTech Professional	Schoolwide	X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1. \$0  2. \$7,000-LCFF Base-(Communication, Non-capitalized equipment)

<p>Development.</p> <p>4. Annual Leasing Costs including maintenance to ensure clean and safe campus.</p>			<p>3. \$24,000- LCFF Base; (Professional Consultants)</p> <p>4. \$125,000- LCFF Base, SB 740; (Facilities Costs)</p>
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**LCAP Year 3: 2017-18**

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	1. 100% fully credentialed teachers 2. All students have access to Common Core aligned ELA, Math, Science & Social Science curriculum 3. Facilities are safe and maintained.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Executive Director to ensure all actions related to Goal 1 are implemented.  2. Employ and recruit highly qualified teachers.  3. Provide Special Education Services: <ul style="list-style-type: none"> <li>▪ Educational Specialist</li> <li>▪ Occupational Therapist</li> <li>▪ Speech Therapist</li> <li>▪ Psychologist</li> <li>▪ Counselor – provide Mental Health Services</li> <li>▪ Special Education Consortium</li> </ul>	Schoolwide	X_ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	1. \$13,800-LCFF Base; (Personnel)  2. \$529,000-LCFF Base, Title 1, EPA; (Personnel)  3. \$80,000-SPED funding; (Personnel, Educational Consultants)
1. Provide Common Core aligned curriculum & supplemental materials: <ul style="list-style-type: none"> <li>▪ Eureka Math (Grades K-6)</li> <li>▪ McGraw Hill: ELA &amp; SLA Curriculum <i>Wonders/Maravillas</i></li> <li>▪ Foss Kits (Grades K-6)</li> <li>▪ History Alive (Grades K-6)</li> <li>▪ Raz Kids</li> <li>▪ Reading A-Z (Grades K-6)</li> <li>▪ Guided reading materials</li> </ul>	Schoolwide	X_ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	1. \$26,200-LCFF Base; (Core Textbooks, Reference Materials)

<ol style="list-style-type: none"> <li>1. Implement facility needs assessment.</li> <li>2. Implement facility/infrastructure upgrades to ensure sufficient bandwidth for technology (curriculum) implementation schoolwide and administration of SBAC/CAASPP state mandated testing implementation.</li> <li>3. Provide IT services, and EdTech Professional Development.</li> <li>4. Annual Leasing Costs including maintenance to ensure a clean and safe campus.</li> </ol>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ol style="list-style-type: none"> <li>1. \$0</li> <li>2. \$13,000-LCFF Base; (Communications, Non-capitalized equipment)</li> <li>3. \$27,000-LCFF Base; (Professional Consultants)</li> <li>4. \$125,000-LCFF Base, SB 740; (Facilities Costs)</li> </ol>
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GOAL:	<b>Goal 2:</b> Teachers will receive professional development on Common Core State Standards, research-based strategies, CCSS ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content.	Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__	
Identified Need:			
Goal Applies to:		Schools:	Empower Charter School
		Applicable Pupil Subgroups:	All
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	1. 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, & Math 2. 100% of ELL students will receive ELD instruction 3. 100% of students will receive Common Core aligned instruction in ELA and Math		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1. Executive Director to ensure all actions related to Goal 2 are implemented.  2. Provide teachers with Summer Professional Development.  3. Provide Professional Development for all teachers on the following areas during the school year (Wednesdays): <ul style="list-style-type: none"> <li>▪ CCSS ELA/ELD</li> <li>▪ CCSS Math</li> <li>▪ Creating &amp; Analyzing Common Core aligned assessments</li> <li>▪ Differentiation</li> <li>▪ Providing ELL support</li> <li>▪ Performance Tasks ELA &amp; Math</li> <li>▪ Using Technology in the Classroom</li> <li>▪ Positive Discipline</li> <li>▪ PLC's</li> <li>▪ Dual-Language</li> <li>▪ Implementing Formative and Summative Assessments to check for understanding</li> </ul> 4. Provide 2 Full day Professional Development Days during the school year.	Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	1. \$13,200-LCFF Base; (Personnel)  2 – 4. \$3900-Title V Implementation Grant, LCFF Base; (Professional Development)  5. \$2,500-Title V Implementation Grant; (Travel/Conferences)  6. \$0  7. \$0

<ol style="list-style-type: none"> <li>5. Provide conferences (travel &amp; accommodations) for Executive Director and teachers.</li> <li>6. Executive Director conducts classroom walkthroughs and provides feedback to teachers.</li> <li>7. Provide Professional Development on reviewing student academic performance, samples of student work, creating writing rubrics, and monitoring the academic performance of all students disaggregated by grade level and subgroup.</li> </ol>			
<ol style="list-style-type: none"> <li>1. Teachers will analyze EL/RFEP Student data during PLC's and collaborate to refine instructional practices, and ensure proper scaffolding and/or interventions supports are provided.</li> <li>2. Administer CELDT Assessments, monitor EL/RFEP progress, reclassification of EL's and ensure teachers implement effective classroom strategies.</li> <li>3. Implement within the Master Schedule daily ELD instructional time.</li> <li>4. Provide small group/scaffolded and targeted ELD Instruction for ELL's.</li> <li>5. Communicate with parents/families re: ELL academic performance and progress.</li> <li>6. Instructional assistants will provide additional support for ELL's through small group instruction.</li> </ol>	<p>Charterwide</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ol style="list-style-type: none"> <li>1. \$0</li> <li>2. \$200- LCFF S/C; (Other supplies)</li> <li>3. \$0</li> <li>4. \$0</li> <li>5. \$0</li> <li>6. \$45,000- LCFF S/C; (Personnel)</li> </ol>

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	1. 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, & Math, and NGSS 2. 100% of ELL students will receive ELD instruction 3. 100% of students will receive Common Core aligned instruction in ELA and Math		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Executive Director to ensure all actions related to Goal 2 are implemented.  2. Provide teachers with Summer Professional Development.  3. Provide Professional Development for all teachers on the following areas during the school year: <ul style="list-style-type: none"> <li>▪ CCSS ELA/ELD</li> <li>▪ CCSS Math</li> <li>▪ NGSS</li> <li>▪ Creating &amp; Analyzing Common Core aligned assessments</li> <li>▪ Differentiation</li> <li>▪ Providing ELL support</li> <li>▪ Performance Tasks ELA &amp; Math</li> <li>▪ Using Technology in the Classroom</li> <li>▪ Positive Discipline</li> <li>▪ PLC's</li> <li>▪ Dual-Language</li> <li>▪ Implementing Formative and Summative Assessments to check for understanding</li> </ul> 4. Provide conferences (travel & accommodations) for Executive Director and teachers.  5. Executive Director conducts classroom walkthroughs and provides feedback to teachers.  6. Provide Professional Development on reviewing student academic performance, samples of student work, creating writing rubrics, and monitoring the academic performance of all students disaggregated by grade	Schoolwide	X <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	1. \$13,800- LCFF Base; (Personnel)  2- 3. \$20,000- LCFF Base; (Professional Development)  4. \$7,000- LCFF Base; (Travel & Conferences)  5. \$0  6. \$0

level and subgroup.			
<ol style="list-style-type: none"> <li>1. Teachers will analyze EL/RFEP Student data during PLC's and collaborate to refine instructional practices, and ensure proper scaffolding and/or interventions supports are provided.</li> <li>2. Administer CELDT Assessments, monitor EL/RFEP progress, reclassification of EL's and ensure teachers implement effective classroom strategies.</li> <li>3. Implement within the Master Schedule daily ELD instructional time.</li> <li>4. Provide small group/scaffold and targeted ELD Instruction for ELL's.</li> <li>5. Communicate with parents/families re: ELL academic performance and progress.</li> <li>6. Instructional assistants will provide additional support for ELL's through small group instruction.</li> </ol>	<p>Charterwide</p>	<p><u>  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> <input checked="" type="checkbox"/> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<ol style="list-style-type: none"> <li>1. \$0</li> <li>2. \$300- LCFF S/C; (Other Supplies)</li> <li>3. \$0</li> <li>4. \$0</li> <li>5. \$0</li> <li>6. \$77,000- LCFF S/C; (Personnel)</li> </ol>

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	1. 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, & Math, and NGSS 2. 100% of ELL students will receive ELD instruction 3. 100% of students will receive Common Core aligned instruction in ELA, Math & Science		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Executive Director to ensure all actions related to Goal 2 are implemented.  2. Provide teachers with Summer Professional Development.  3. Provide Professional Development for all teachers on the following areas during the school year: <ul style="list-style-type: none"> <li>▪ CCSS ELA/ELD</li> <li>▪ CCSS Math</li> <li>▪ NGSS</li> <li>▪ Creating &amp; Analyzing Common Core aligned assessments</li> <li>▪ Differentiation</li> <li>▪ Providing ELL support</li> <li>▪ Performance Tasks ELA &amp; Math</li> <li>▪ Using Technology in the Classroom</li> <li>▪ Positive Discipline</li> <li>▪ PLC's</li> <li>▪ Dual-Language</li> <li>▪ Implementing Formative and Summative Assessments to check for understanding</li> </ul> 4. Provide conferences (travel & accommodations) for Executive Director and teachers.  5. Executive Director conducts classroom walkthroughs and provides feedback to teachers.  6. Provide Professional Development on reviewing student academic performance, samples of student work, creating writing rubrics, and monitoring the academic performance of all students disaggregated by grade level and subgroup.	Schoolwide	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	1. \$13,800- LCFF Base; (Personnel)  2- 3. \$20,000- LCFF Base; (Professional Development)  4. \$8,000- LCFF Base; (Travel & Conferences)  5. \$0  6. \$0

<ol style="list-style-type: none"> <li>1. Teachers will analyze EL/RFEP Student data during PLC's and collaborate to refine instructional practices, and ensure proper scaffolding and/or interventions supports are provided.</li> <li>2. Administer CELDT Assessments, monitor EL/RFEP progress, reclassification of EL's and ensure teachers implement effective classroom strategies.</li> <li>3. Implement within the Master Schedule daily ELD instructional time.</li> <li>4. Provide small group/scaffolded and targeted ELD Instruction for ELL's.</li> <li>5. Communicate with parents/families re: ELL academic performance and progress.</li> <li>6. Instructional assistants provide additional support for ELL's through small group instruction.</li> </ol>	<p>Charterwide</p>	<p><u>  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><u>  </u> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify)_____</p>	<ol style="list-style-type: none"> <li>1. \$0</li> <li>2. \$400-LCFF S/C; (Other Supplies)</li> <li>3. \$0</li> <li>4. \$0</li> <li>5. \$0</li> <li>6. \$85,000-LCFF S/C, Title 1; (Personnel)</li> </ol>
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GOAL:	<b>Goal 3:</b> Provide opportunities for parents/guardians to engage and participate in the school's program through various venues, and contribute to their child's success.		Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify 1__ 2__ 3 <input checked="" type="checkbox"/>	
Identified Need:	<ul style="list-style-type: none"> <li>• Parent participation in schoolwide programs</li> <li>• Parent engage in decision-making input</li> <li>• Administer parent surveys to obtain feedback/input</li> </ul>			
Goal Applies to:	Schools:	Empower Charter School		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:	1. Provide parents with opportunities for decision-making input. 2. Increase parent participation in school programs (for unduplicated students) 3. Increase parent completion of survey by 5%			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1. Empower engages parent participation, and input through: <ul style="list-style-type: none"> <li>▪ hosting at least 2 parent workshops per year.</li> <li>▪ hosting monthly "Coffee &amp; Tea with the Director" in the morning; and "afternoon Coffee &amp; Tea" with the Director.</li> <li>▪ hosting student/parent orientation at the beginning of the school year.</li> <li>▪ administering annual parent survey to obtain feedback and input about the school's program.</li> <li>▪ providing translation services as needed in Spanish</li> </ul> 2. Executive Director to ensure all actions described in Goal 3 are implemented.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	1. \$3,900-LCFF Base, (Personnel)  2. \$13,200-LCFF Base (Personnel)	
1. Provide advisory committees: <ul style="list-style-type: none"> <li>▪ Host at least 2 English Language Advisory Committee (ELAC) meetings annually.</li> <li>▪ Host at least 2 School Site Council (SSC) meetings annually.</li> </ul>	Schoolwide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	1. \$200-LCFF Base; (Non-District Food, Office Supplies)	

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>1. Provide parents with opportunities for decision-making input.                  2. Increase parent participation in school programs (for unduplicated students)                  3. Increase parent completion of survey by 5%</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>1. Empower engages parent participation, and input through:</p> <ul style="list-style-type: none"> <li>▪ hosting at least 2 parent workshops per year.</li> <li>▪ hosting monthly “Coffee &amp; Tea with the Director” in the morning; and “afternoon Coffee &amp; Tea” with the Director.</li> <li>▪ hosting student/parent orientation at the beginning of the school year.</li> <li>▪ administering annual parent survey to obtain feedback and input about the school’s program.</li> <li>▪ providing translation services as needed in Spanish</li> </ul> <p>2. Executive Director to ensure all actions described in Goal 3 are implemented.</p>	<p>Schoolwide</p>	<p><u>X</u> ALL                  OR:                  ___ Low Income pupils ___ English Learners                  ___ Foster Youth ___ Redesignated fluent English proficient                  ___ Other Subgroups:(Specify)_____</p>	<p>1. \$4,300- LCFF Base; (Personnel)                   2. \$13,800- LCFF Base; (Personnel)</p>
<p>1. Provide advisory committees:</p> <ul style="list-style-type: none"> <li>▪ Host at least 2 English Language Advisory Committee (ELAC) meetings annually.</li> <li>▪ Host at least 2 School Site Council (SSC) meetings annually.</li> </ul>	<p>Schoolwide</p>	<p><u>X</u> ALL                  -----                  OR:                  ___ Low Income pupils ___ English Learners                  ___ Foster Youth ___ Redesignated fluent English proficient                  ___ Other Subgroups:(Specify)_____</p>	<p>1. \$200- LCFF Base; (Non-District Food, Office Supplies)</p>



**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	1. Provide parents with opportunities for decision-making input. 2. Increase parent participation in school programs (for unduplicated students) 3. Increase parent completion of survey by 5%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Empower engages parent participation, and input through: <ul style="list-style-type: none"> <li>▪ hosting at least 2 parent workshops per year.</li> <li>▪ hosting monthly “Coffee &amp; Tea with the Director” in the morning; and “afternoon Coffee &amp; Tea” with the Director.</li> <li>▪ hosting student/parent orientation at the beginning of the school year.</li> <li>▪ administering annual parent survey to obtain feedback and input about the school’s program.</li> <li>▪ providing translation services as needed in Spanish</li> </ul> 2. Executive Director to ensure all actions described in Goal 3 are implemented.	Schoolwide	X_ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	1. \$4,500-LCFF Base; (Personnel)  2. \$13,800-LCFF Base; (Personnel)
1. Provide advisory committees: <ul style="list-style-type: none"> <li>▪ Host at least 2 English Language Advisory Committee (ELAC) meetings annually.</li> <li>▪ Host at least 2 School Site Council (SSC) meetings annually.</li> </ul>	Schoolwide	X_ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	1. \$200-LCFF Base; (Non-District Food, Office Supplies)

GOAL:	<b>Goal 4:</b> Increase the percentage of students who will meet or exceed the expectations defined by the Common Core State Standards (CCSS)		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7_X 8_X COE only: 9__ 10__ Local: Specify 1__X 2__X 3__	
Identified Need:	<ul style="list-style-type: none"> <li>• Establish growth targets for benchmark assessments in ELA &amp; Math</li> <li>• Establish growth targets for CAASPP/SBAC assessments for grades 3-6</li> <li>• Establish growth targets for API</li> <li>• English Learners becoming proficient in English</li> </ul>			
Goal Applies to:	Schools:	Empower Charter School		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Establish growth targets for Benchmark assessments in ELA &amp; Math based on baseline results 2014-15</li> <li>2. Establish growth targets for CAASPP/SBAC assessments in ELA &amp; Math using baseline performance from Spring 2015 results.</li> <li>3. Establish API Baseline</li> <li>4. Increase by 10% the number of continuously enrolled ELL's making progress toward English Proficiency using CELDT scale scores.</li> <li>5. Increase reclassification rate by 10% of ELLs identified as Early Advanced or Advanced levels.</li> <li>6. Student to device ratio: 2:1</li> <li>7. Course Access: Physical Education &amp; Health for grades K-6</li> </ol>			
<b>Actions/Services</b>		Scope of Service	<b>Pupils to be served within identified scope of service</b>	Budgeted Expenditures
<ol style="list-style-type: none"> <li>1. Executive Director to ensure all actions described in Goal 4 are implemented.</li> <li>2. Administer NWEA MAP Assessments in ELA &amp; Math at least 2 times per year for grades K-6.</li> <li>3. Administer Running Records to monitor student reading levels (DRA) at least twice per year.</li> <li>4. Administer CELDT assessment for students whose HLS identifies a language other than English.</li> <li>5. Subscription for OARS, data management system for Common Core aligned assessments in ELA/Math, develop longitudinal student reports to monitor student performance by subgroup and grade level.</li> </ol>		Schoolwide	<u>X</u> ALL OR: __ Low Income pupils __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups(Specify)_____	<ol style="list-style-type: none"> <li>1. \$13,200-LCFF Base; (Personnel)</li> <li>2. \$1,300-Title V Implementation Grant; (Educational Consultants)</li> <li>3. \$0</li> <li>4. \$0</li> <li>5. \$2,200-Title V Implementation</li> </ol>

			Grant; (Educational Consultants)
<ol style="list-style-type: none"> <li>1. Provide before school tutoring, 5 days per week for students who struggle academically.</li> <li>2. Provide after-school tutoring for targeted students specifically for ELA/ SLA and Math, twice per week.</li> </ol>	Schoolwide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1. \$0</p> <p>2. \$0</p>
<ol style="list-style-type: none"> <li>1. Purchase the following hardware to decrease student to computer/device ratio: <ul style="list-style-type: none"> <li>• 10 iPads</li> <li>• 2-3 laptops for “incoming” teachers</li> <li>• 2 Elmos &amp; Projectors</li> </ul> </li> <li>2. Develop a technology needs assessment including infrastructure upgrades for the next 2 years based on financial, human and physical resources to address the academic needs of students.</li> </ol>	Schoolwide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1. \$16,200- Title V Implementation Grant, Title III; (Computer Hardware)</p> <p>2. \$0</p>

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Establish growth targets for Benchmark assessments in ELA &amp; Math based on 2015-16 results</li> <li>2. Establish growth targets for CAASPP/SBAC assessments in ELA &amp; Math based on Spring 2016 results.</li> <li>3. Will develop API Growth Target once API baseline results are released</li> <li>4. Increase by 10% the number of continuously enrolled ELL's making progress toward English Proficiency using CELDT scale scores.</li> <li>5. Increase reclassification rate by 10% of ELLs identified as Early Advanced or Advanced levels.</li> <li>6. Student to device ratio: 2:1</li> <li>7. Course Access: Physical Education &amp; Health for grades K-6</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ol style="list-style-type: none"> <li>1. Executive Director to ensure all actions described in Goal 4 are implemented.</li> <li>2. Administer NWEA MAP Assessments in ELA &amp; Math at least 2 times per year for grades K-6.</li> <li>3. Administer Running Records to monitor student reading levels (DRA) at least twice per year.</li> <li>4. Administer CELDT assessment for students whose HLS identifies a language other than English.</li> <li>5. Subscription for OARS, data management system for Common Core aligned assessments in ELA/Math, develop longitudinal student reports to monitor student performance by subgroup and grade level.</li> </ol>	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR:            ___ Low Income pupils ___ English Learners            ___ Foster Youth ___ Redesignated fluent English proficient            ___ Other Subgroups:(Specify)_____</p>	<ol style="list-style-type: none"> <li>1. \$13,800-LCFF Base; (Personnel)</li> <li>2. \$1,800-LCFF Base; (Educational Consultants)</li> <li>3. \$0</li> <li>4. \$0</li> <li>5. \$2,600-LCFF Base; (Educational Consultants)</li> </ol>
<ol style="list-style-type: none"> <li>1. Provide before school tutoring, 5 days per week for students who struggle academically.</li> <li>2. Provide after-school tutoring for targeted students specifically for ELA/SLA and Math, twice per week.</li> </ol>	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR:            ___ Low Income pupils ___ English Learners            ___ Foster Youth ___ Redesignated fluent English proficient            ___ Other Subgroups:(Specify)_____</p>	<ol style="list-style-type: none"> <li>1. \$0</li> <li>2. \$0</li> </ol>

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Establish growth targets for Benchmark assessments in ELA &amp; Math based on 2016-17 results</li> <li>2. Establish growth targets for CAASPP/SBAC assessments in ELA &amp; Math base on Spring 2017 results.</li> <li>3. Will develop API Growth Target once API baseline results are released</li> <li>4. Increase by 10% the number of continuously enrolled ELL's making progress toward English Proficiency using CELDT scale scores.</li> <li>5. Increase reclassification rate by 10% of ELLs identified as Early Advanced or Advanced levels.</li> <li>6. Student to device ratio: 2:1</li> <li>7. Course Access: Physical Education &amp; Health for grades K-6</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ol style="list-style-type: none"> <li>1. Executive Director to ensure all actions described in Goal 4 are implemented.</li> <li>2. Administer NWEA MAP Assessments in ELA &amp; Math at least 2 times per year for grades K-6.</li> <li>3. Administer Running Records to monitor student reading levels (DRA) at least twice per year.</li> <li>4. Administer CELDT assessment for students whose HLS identifies a language other than English.</li> <li>5. Subscription for OARS, data management system for Common Core aligned assessments in ELA/Math, develop longitudinal student reports to monitor student performance by subgroup and grade level.</li> </ol>	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ol style="list-style-type: none"> <li>1. \$13,800-LCFF Base; (Personnel)</li> <li>2. \$2,200-LCFF Base; (Educational Consultants)</li> <li>3. \$0</li> <li>4. \$0</li> <li>5. \$2,900-LCFF Base; (Educational Consultants)</li> </ol>
<ol style="list-style-type: none"> <li>1. Provide before school tutoring, 5 days per week for students struggle academically.</li> <li>2. Provide after-school tutoring for targeted students specifically for ELA/SLA and Math, twice per week.</li> </ol>	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ol style="list-style-type: none"> <li>1. \$0</li> <li>2. \$0</li> </ol>

GOAL:	<b>GOAL #5:</b> Increase resources and services to students, to ensure student engagement, school connectedness, and positive school culture.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local: Specify 1__ 2 <u>X</u> 3 <u>X</u>	
Identified Need:	<ul style="list-style-type: none"> <li>• Improve Attendance Rates</li> <li>• Decrease Chronic Absenteeism Rate</li> <li>• Decrease Suspension Rate</li> <li>• Ensure positive schoolwide climate</li> </ul>			
Goal Applies to:	Schools:	Empower Charter School		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. By 2017-18, increase ADA by 1% (0.33% increase annually)</li> <li>2. Decrease Chronic Absenteeism Rates by at least 1%</li> <li>3. Decrease suspension rate by at least 1%</li> <li>4. Maintain expulsion rate under 2%</li> <li>5. Implement student survey</li> </ol>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
<ol style="list-style-type: none"> <li>1. Executive Director to ensure all actions described in Goal 5 are implemented.</li> <li>2. Monitor school attendance rates daily. Continue to research a method to implement a SARB or similar process to decrease chronic absenteeism rates.</li> <li>3. Implement PBIS schoolwide. Teachers will have received PBIS training (see Goal #2). Design daily and weekly class meetings that focus on "Character Keys for Success." Implement Character Traits through lessons introduced in class meetings. Monthly themes will be presented to parents with useful strategies to implement at home.</li> <li>4. Host parent/student orientation to discuss school's expectations, suspension/expulsion, homework, policies &amp; procedures (Code of Conduct, attendance, core values, etc.), meet entire school staff and tour classrooms/school.</li> </ol>	Schoolwide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____		<ol style="list-style-type: none"> <li>1. \$13,200-LCFF Base; (Personnel)</li> <li>2. \$13,300-Title V Implementation Grant, LCFF Base; (Dues &amp; Memberships; Personnel)</li> <li>3. \$0</li> <li>4. \$0</li> <li>5. \$0</li> <li>6. \$0</li> <li>7. \$0</li> <li>8. \$0</li> </ol>

<p>5. For new students enrolled in immersion program: Host annual parent orientation (additional) that focuses on the Dual language program expectations and requirements.</p> <p>6. Host monthly student-led assemblies and Student Recognition &amp; Awards on:</p> <ul style="list-style-type: none"> <li>▪ Scholar of the Month</li> <li>▪ Athlete of the Month</li> <li>▪ Attendance Awards</li> </ul> <p>7. Implement Caring School Community Program (Classroom Meetings, Peer Mentoring, Home-School Connection).</p> <p>8. Administer annual survey to assess school climate and obtain feedback and input from students.</p>			
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**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. By 2017-18, increase ADA by 1% (0.33% increase annually)</li> <li>2. Decrease Chronic Absenteeism Rates by at least 1%</li> <li>3. Decrease suspension rate by at least 1%</li> <li>4. Maintain expulsion rate under 2%</li> <li>5. Implement student survey</li> </ol>
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<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<ol style="list-style-type: none"> <li>1. Executive Director to ensure all actions described in Goal 5 are implemented.</li> <li>2. Monitor school attendance rates daily. Continue to research a method to implement a SARB or similar process to decrease chronic absenteeism rates.</li> <li>3. Implement PBIS schoolwide. Teachers will have received PBIS training (see Goal #2). Design daily and weekly class meetings that focus on "Character Keys for Success." Implement Character Traits through lessons introduced in class meetings. Monthly themes will be presented to parents with useful strategies to implement at home.</li> </ol>	<p align="center">Schoolwide</p>	<p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ol style="list-style-type: none"> <li>1. \$13,800-LCFF Base; (Personnel)</li> <li>2. \$14,700-LCFF Base; (Dues &amp; Memberships, Personnel)</li> <li>3. \$0</li> <li>4. \$0</li> <li>5. \$0</li> <li>6. \$0</li> </ol>

<p>4. Host parent/student orientation to discuss school's expectations, suspension/expulsion, homework, policies &amp; procedures (Code of Conduct, attendance, core values, etc.), meet entire school staff and tour classrooms/school.</p> <p>5. For new students enrolled in immersion program: Host annual parent orientation (additional) that focuses on the Dual language program expectations and requirements.</p> <p>6. Host monthly student-led assemblies and Student Recognition &amp; Awards on:</p> <ul style="list-style-type: none"> <li>• Scholar of the Month</li> <li>• Athlete of the Month</li> <li>• Attendance Awards</li> </ul> <p>7. Implement Caring School Community Program (Classroom Meetings, Peer Mentoring, Home-School Connection).</p> <p>8. Administer annual survey to assess school climate and obtain feedback and input from students.</p>			<p>7. \$0</p> <p>8. \$0</p>
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**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. By 2017-18, increase ADA by 1% (0.33% increase annually)</li> <li>2. Decrease Chronic Absenteeism Rates by at least 1%</li> <li>3. Decrease suspension rate by at least 1%</li> <li>4. Maintain expulsion rate under 2%</li> <li>5. Implement student survey</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<ol style="list-style-type: none"> <li>1. Executive Director to ensure all actions described in Goal 5 are implemented.</li> <li>2. Monitor school attendance rates daily. Continue to research a method to implement a SARB or similar process to decrease chronic absenteeism rates.</li> <li>3. Implement PBIS schoolwide. Teachers will have received PBIS training (see Goal #2). Design daily and weekly class meetings that focus on “Character Keys for Success.” Implement Character Traits through lessons introduced in class meetings. Monthly themes will be presented to parents with useful strategies to implement at home.</li> <li>4. Host parent/student orientation to discuss school's expectations, suspension/expulsion, homework, policies &amp; procedures (Code of Conduct, attendance, core values, etc.), meet entire school staff and tour classrooms/school.</li> <li>5. For new students enrolled in immersion program: Host annual parent orientation (additional) that focuses on the Dual language program expectations and requirements.</li> <li>6. Host monthly student-led assemblies and Student Recognition &amp; Awards on: <ul style="list-style-type: none"> <li>• Scholar of the Month</li> <li>• Athlete of the Month</li> <li>• Attendance Awards</li> </ul> </li> </ol>	<p>Schoolwide</p>	<p>X ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ol style="list-style-type: none"> <li>1. \$13,800-LCFF Base; (Personnel)</li> <li>2. \$15,600-LCFF Base; (Dues &amp; Memberships, Personnel)</li> <li>3. \$0</li> <li>4. \$0</li> <li>5. \$0</li> <li>6. \$0</li> <li>7. \$0</li> <li>8. \$0</li> </ol>

<p>7. Implement Caring School Community Program (Classroom Meetings, Peer Mentoring, Home-School Connection).</p> <p>8. Administer annual survey to assess school climate and obtain feedback and input from students.</p>			
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## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) 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?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	<b>Goal 1:</b> All students will receive instruction from teachers fully credentialed in the subject areas, will have sufficient access to standards-aligned instructional materials, and learn in a well-maintained school environment.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Empower Charter School (ECS)	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	1. New staff is being hired and they are creating the standards-aligned instructional materials and setting up the school environment.	Actual Annual Measurable Outcomes:	1. 100% Compliance with NCLB requirements as documented in Human Resources records and CALPADS reporting. 2. School facilities are safe as reported on annual SARC. FIT Report Score: Good 3. Based on Executive Director’s classroom observations, and review of all lesson plans prior to implementation, all ELA and math curriculum is common core aligned. School also has a Curriculum guide that outlines a list of purchased curriculum for all core subjects and reported on SARC Reports, and textbook inventory. All students have access to common core aligned curriculum.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Service-s	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. The Executive Director (ED) will ensure personnel provide appropriate evidence of credentials and applicable licenses/authorizations held. Costs for Executive Director’s Salary.  2. Costs for BTSA:	1. \$13,000 2. \$6,408	1. 100% Compliance with NCLB requirements as documented in Human Resources records and CALPADS reporting.  2. Costs associated for BTSA Stipend for 1 Teacher.	1. \$13,000 – LCFF base (1300) 2. \$5,000 - LCFF base (1175)
Scope of service:	Schoolwide	Scope of service:	Schoolwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1. The ED will oversee the purchase/development of standards-aligned instructional materials. <ul style="list-style-type: none"> <li>• Textbooks &amp; Instructional Materials:</li> <li>• Books &amp; Other reference materials</li> </ul> 2. The ED will provide resources for teachers to develop standards-aligned unit/lesson plans, and will monitor implementation of units/lessons through walk-throughs, pacing guides, and conferences with teachers.	1. See below <ul style="list-style-type: none"> <li>• \$37,475</li> <li>• \$12,000</li> <li>• \$65,480</li> </ul> 2. \$7,272	1. The Executive Director (ED) oversees the purchase and implementation of all purchases including curricular, and instructional materials. ECS purchased the following: <ul style="list-style-type: none"> <li>• Eureka Math</li> <li>• McGraw Hill Wonders</li> <li>• Maravillas for Grades K-1: Spanish Immersion</li> <li>• Foss Kits for Science</li> <li>• History Alive for Social Studies</li> </ul> 2. The ED provides resources for teachers to develop thematic units that are Common Core aligned. The ED conducts classroom observations to ensure CCSS are implemented in all classrooms.	1. \$40,656 – Title V (4110) 2. \$7,272 – LCFF base (1300)
Scope of service:	Schoolwide	Scope of service:	Schoolwide
X ALL		X ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1. The ED will train staff in safety procedures and will ensure regular maintenance and repairs are made in a timely manner.  2. Rental to maintain clean & safe facilities	1. \$32,000 2. \$100,000	1. ECS has developed a Comprehensive School Safety Plan. Regular emergency drills take place schoolwide and are documented in preparation for an emergency. An annual FIT report is completed.  2. Costs for facility site and janitorial services to ensure school site is clean and safe.	1. \$5,000 – LCFF base, EPA (1300) 2. \$126,030 – Title V Construction/ Facilities Costs in Lieu of Rent
Scope of service:	Schoolwide	Scope of service:	Schoolwide

<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue with this goal and implement CDE required measurable outcomes.		

<p>Original GOAL from prior year LCAP:</p>	<p><b>Goal 2:</b> All students will receive standards-based instruction, and ELs will receive additional support, scaffolding, and English language development (ELD) instruction to access the content areas and gain English proficiency. Students with exceptional needs, ELs, and high and low-achieving students will receive modifications and differentiated instruction to meet their needs.</p>	<p>Related State and/or Local Priorities:            1__ 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8 <u>X</u>            COE only: 9__ 10__            Local : Specify _____</p>	
<p>Goal Applies to: Schools: Empower Charter School (ECS)            Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. All students receive instruction from teachers with an increased capacity to differentiate to meet student needs.</li> <li>2. Administer assessments and monitor progress.</li> <li>3. The first year establishes a baseline for student achievement and EL language proficiency.</li> </ol>	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. All teachers hold CLAD/BCLAD certification. Teachers have received training on Inquiry-based GLAD Strategies. ELD curriculum is embedded in daily ELA instruction.</li> <li>2. 100% of students are assessed using Developmental Reading Assessment (DRA) at least twice per year.</li> <li>3. Student Achievement – CELDT English Proficiency: CELDT has been administered for all students identified as ELL in their Home Language Survey. As a first year school, the 2014-15 CELDT performance levels will serve as a baseline.</li> <li>4. Student Achievement – 2014-15 ELL Reclassification Rate: 0% Empower Charter School (ECS) will develop a reclassification criteria policy that will be board approved. The school will use current CELDT results in combination with reading assessments, common core aligned assessment and CAASPP results to develop an effective reclassification criteria to ensure the academic needs of ELL's are met.</li> <li>5. NGSS Curricular &amp; instructional materials will be purchased once the SBE approves the NGSS for the 2015-16 school year.</li> <li>6. ECS currently serves grades K-5, therefore the following CDE metrics do not apply:               <ul style="list-style-type: none"> <li>• % Achievement/Participation UC A-G Courses</li> <li>• % College &amp; Career Ready</li> <li>• % AP Passage Rate</li> <li>• % College Ready by EAP</li> </ul> </li> </ol>

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Service-s	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. The ED will provide professional development to instructional staff on the implementation of CCSS. <ul style="list-style-type: none"> <li>The ED will use PLCs to allow teachers to collaborate and develop CCSS-aligned units/lessons.</li> <li>ED/designee will conduct regular walkthroughs to collect evidence of CCSS implementation.</li> <li>Teachers will create unit/lesson plans that show alignment to CCSS.</li> <li>Teachers will create unit/lesson plans that show adaptations, modifications for diverse types of learners.</li> </ul> 2. Costs for Travel & Conferences for Professional Development.                     3. Costs for instructional consultants                     4. Teacher's salaries to complete actions & services listed #1.                     5. Instructional Aides	1. \$13,000 2. \$16,004 3. \$16,250 4. \$32,000 5. \$20,000	1. The ED has provided entire teaching staff with Professional Development on the following: <ul style="list-style-type: none"> <li>Thematic Units that are Common Core aligned</li> <li>CCSS Math (Eureka Math)</li> <li>Scaffolds for Success – how to create common core aligned lesson plans</li> <li>GLAD strategies to support ELL's</li> <li>2-week summer professional development</li> </ul> 2. Conference Costs for attending the following: <ul style="list-style-type: none"> <li>Ernie Mendes Conference: Classroom management/bullying</li> <li>Dual Language Institute</li> <li>Future NOW Conference (Design 39)</li> </ul> 3. Costs for San Diego Consortium for Special Education services. Also, costs incurred IT support with King Chavez tech support.                     4. Teacher's salaries were paid to ensure high quality instruction in all classrooms and attend Professional Development training.                     5. A total of 2 instructional aides are employed at ECS to assist teachers in small group/targeted instruction.	1. \$13,000 – LCFF base (1300) 2. \$5,699, Title V (5200, 5850) 3. \$20,136 – LCFF base, Title V (5851) 4. \$32,000 – LCFF base, EPA (1110) 5. \$24,253 – LCFF base (2100)
Scope of service:	Schoolwide	Scope of service:	Schoolwide
X_ALL		X_ALL	



<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>ED and teachers will analyze data in PLC's and collaborate to refine instructional practices</p>		<p>ED and teachers engage in Professional Development throughout the school year. Wednesdays are minimum days and are used for PLCs, Professional Development, and staff meetings.</p>	<p>\$5,000  LCFF Base  (1300/1110)</p>
<p>Scope of service:</p>	<p>Schoolwide</p>	<p>Scope of service:</p>	<p>Schoolwide</p>
<p>X ALL</p>		<p>X ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<ol style="list-style-type: none"> <li>Teachers analyze data of English Learners, RFEP, Low-income, and Foster Youth in PLCs and collaborate to refine instructional practices.</li> <li>ED/designee will conduct regular walkthroughs to collect evidence of EL strategies employed during lessons.</li> <li>Daily instructional schedules show when ELD instruction takes place.</li> <li>Teachers will create unit/lesson plans that show adaptations, modifications made for English Learners.</li> </ol>		<ol style="list-style-type: none"> <li>Teachers analyze data of EL, RFEP, LI, and Foster Youth (Unduplicated counts) and collaborate to refine instructional practice.</li> <li>The ED conducts classroom observations/walkthroughs to ensure research-based strategies are implemented in every classroom and the needs of ELL's are met.</li> <li>ELD instruction takes place daily for ELL's at the end of the day for 30-45 minutes.</li> <li>Teachers create Common Core aligned thematic units.</li> </ol>	<ol style="list-style-type: none"> <li>\$7,500 – LCFF S/C, EPA (1110)</li> <li>\$5,000 – LCFF S/C (1300)</li> <li>\$5,000 – LCFF S/C, EPA (1110)</li> <li>\$25,000 – LCFF base, EPA (1110)</li> </ol>
<p>Scope of service:</p>	<p>Charterwide</p>	<p>Scope of service:</p>	<p>Charterwide</p>
<p>__ALL</p>		<p>__ALL</p>	

<p>OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<ol style="list-style-type: none"> <li>The Executive Director will ensure the CELDT or other applicable state assessment is administered according to state regulations.</li> <li>The Executive Director and instructional staff will monitor reclassification rates of ELL's.</li> <li>Teachers will use formal and informal assessments to document students' progress in language proficiency.</li> </ol>		<ol style="list-style-type: none"> <li>The ED ensures that CELDT and all state mandated assessments are administered.</li> <li>During PLC's ED and teachers monitor the academic progress of EL's and reclassification.</li> <li>Teaches use formative and summative assessments to check for student understanding and monitor language proficiency, that includes but is not limited to: DRA, Spanish SOLOM, OARS, and NWEA MAP-</li> </ol>	<ol style="list-style-type: none"> <li>\$699 – LCFF base (5850)</li> <li>\$5,000 – LCFF S/C (1110)</li> <li>\$285,000 – LCFF S/C, EPA (1110)</li> </ol>
<p>Scope of service:</p>	<p>Charterwide</p>	<p>Scope of service:</p>	<p>Charterwide</p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<ol style="list-style-type: none"> <li>Track performance for redesignated English Proficient students on school assessments.</li> <li>Monitor reclassification rates of ELL</li> </ol>		<ol style="list-style-type: none"> <li>ECS is closely monitoring EL student performance for reclassification (RFEP) using various types of assessments.</li> <li>Reclassification rates are monitored by ED and teachers.</li> </ol>	<ol style="list-style-type: none"> <li>\$10,000 – LCFF S/C, EPA (1110)</li> <li>\$5,000 – LCFF S/C, EPA (1110)</li> </ol>
<p>Scope of service:</p>	<p>Charterwide</p>	<p>Scope of service:</p>	<p>Charterwide</p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	

<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>There is a need to continue this goal and ensure it aligns with CDE metrics/measurable outcomes</p>		

Original GOAL from prior year LCAP:	<b>Goal 3:</b> All students at Empower will learn in a collaborative environment with strong parent and community support that furthers the learning of all students.	Related State and/or Local Priorities: 1__ 2__ 3X 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Empower Charter School (ECS)	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	1. Surveys of stakeholders demonstrate 80% satisfaction rate	Actual Annual Measurable Outcomes:	1. Parent surveys showed over 95% satisfaction with their child's academic progress. 2. Over 82% of parents have participated in numerous volunteer opportunities at the school totaling over 900 hours this school year. ECS hosts numerous schoolwide events throughout the school year. Parent participation in programs includes those of unduplicated counts. 3. Parent decision-making input takes place through participation in the School Site Council (SSC); English Language Acquisition Committee (ELAC); and/or School Culture Committee.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Service-s	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. The ED will communicate the suggested volunteer commitment of 10 hours per school year, and emphasize the importance of completing the hours. Costs associated with ED salary to complete these tasks.	1. \$13,000 2. \$20,583 3. \$0	1. The ED communicates with parents to ensure that parents participate at the school. 2. Parent volunteer hours are documented. An awards ceremony takes place to recognize volunteers.	1. \$13,000 – LCFF base (1300) 2. \$20,000 – LCFF base (1110, 1300)
2. Track parent volunteer hours logged and create reports that are sent at least 3 times per year to remind parents about hours remaining to be fulfilled. Costs associated with staff salaries to complete these tasks.	4. \$0 5. \$0 6. \$0	3. ED has collaborated with the following organizations to provide services to students/parents: <ul style="list-style-type: none"> <li>• National University – who provides interns to conduct health workshops for students</li> <li>• Bayside Community Center</li> <li>• San Diego Public Library</li> </ul>	3. \$0 4. \$0 5. \$0 6. \$0
3. The ED will establish partnerships with community organizations.	7. \$32,000		7. \$32,000 – LCFF base, EPA (1110)
4. Track parent attendance at school events and parent	8. \$10,000	4. Parent participation and attendance at workshops, committees, and meetings are documented using a	8. \$0 9. \$12,786 –

<p>meetings.</p> <p>5. The ED. will invite parents to serve on school committees, volunteer in the classrooms, participate in school events, and attend board meetings.</p> <p>6. The ED will conduct surveys among students, staff, and parents.</p> <p>7. Costs associated with teacher salaries to complete actions and services described.</p> <p>8. Costs associated for acquiring a Strategic Planner.</p> <p>9. Costs associated for before school and recess/lunch supervision.</p>	<p>9. \$12,786</p>	<p>sign-in sheet.</p> <p>5. ECS parents serve on the following decision-making committees: SSC, ELAC and School Culture Committee.</p> <p>6. Surveys for staff, parents, students are completed.</p> <p>7. Teachers attend schoolwide events and participate in the following committees: Powerful Teaching Committee &amp; School Culture Committee.</p> <p>8. Strategic Planner has not charged the school for services.</p> <p>9. Instructional assistants also conduct before school, recess and lunch supervision.</p>	<p>LCFF base (2100)</p>
<p>Scope of service: Schoolwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: Schoolwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>ED will hold parent meetings during a variety of hours to inform parents about important school news and receive parental input.</p> <p>Materials relating to parent involvement are translated into Spanish and any other popular languages spoken by the ECS parent community.</p>		<p>The ED hosts monthly meetings with parents to provide information about schoolwide events and it serves as an open forum for parents to have their questions answered.</p> <p>All materials disseminated to parents are also translated to Spanish to ensure that Spanish speaking parents are informed of schoolwide events, deadlines, and programs.</p>	<p>\$500 LCFF S/C (1300)</p>
<p>Scope of service: Charterwide</p> <p><input type="checkbox"/> ALL</p>		<p>Scope of service: Charterwide</p> <p><input type="checkbox"/> ALL</p>	

<p>OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>The ED will oversee additional efforts made with parents of students with chronic attendance issues, including but not limited to individual meetings or home visits.</p>		<p>The ED communicates with parents to address chronic absenteeism rates. In addition, the ED will assess whether to implement a SARB process to increase student attendance rates.</p>	<p>\$500 LCFF Base (2400, 1300)</p>
<p>Scope of service:</p>	<p>Schoolwide</p>	<p>Scope of service:</p>	<p>Schoolwide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>None.</p>		

<p>Original GOAL from prior year LCAP:</p>	<p><b>Goal 4:</b> Students at Empower Charter School will demonstrate academic excellence and measurable progress in all core content areas. Students will be equipped with digital literacy skills.</p>		<p>Related State and/or Local Priorities:                  1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8 <u>X</u>                  COE only: 9__ 10__                  Local : Specify _____</p>		
<p>Goal Applies to:</p>		<p>Schools: Empower Charter School (ECS)</p>	<p>Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>1. First year, a baseline is established for academic performance and access to digital learning materials.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>1. 2014-15 CAASPP Assessments will serve as a baseline. Currently, ECS students in grades 3-5 are taking the CAASPP.                  2. Student Achievement: ECS will establish base levels of proficiency for schoolwide and subgroup performance using NWEA MAP Assessments in combination with CAASPP results to ensure alignment once 2015 CAASPP/SBAC results are released. ECS will not establish annual growth targets of NWEA MAP assessments, until CAASPP results are analyzed, and can be backward mapped to ensure alignment of both assessments.                  3. Course Access:  <ul style="list-style-type: none"> <li>• 100% of grade K-1, ECS students have access to foreign language instruction in Spanish as a dual-immersion school.</li> <li>• 100% of Grade K-5 students are enrolled in Physical Education</li> <li>• 100% of Grade K-5 students receive health instruction</li> </ul>                 4. Course Access – Technology: Student to Computer ratio:  <ul style="list-style-type: none"> <li>• 2014-15: 0.83:1</li> </ul> </p>		
<p><b>LCAP Year: 2014-15</b></p>					
<p>Planned Actions/Services</p>			<p>Actual Actions/Service-s</p>		
		<p>Budgeted Expenditures</p>			<p>Estimated Actual Annual Expenditures</p>
<p>1. The Executive Director will ensure that ECS meets the participation rates for statewide assessments and implements testing according to state regulations.</p>			<p>1. ED has ensured that students in grades 3-5 are administered the CAASPP assessment.</p>		<p>1. \$250 LCFF Base (1300)</p>

<p>2. The Executive Director will develop internal growth metrics to ensure ECS meets or exceeds state requirements for API.</p> <p>3. Data from state assessments, school assessments, and multiple measures will be used to track student progress and inform instructional practices.</p>		<p>2. This action does not apply as the CAASPP assessment results will not be released until late summer; and API has been suspended by the CDE, as a result of the SBAC/CAASPP adoption.</p> <p>3. ED in collaboration with teachers monitor student assessments during staff development and PLC meetings.</p> <p>4. ECS has purchased the following hardware for student use in coursework, develop digital portfolio and CAASPP/SBAC testing:</p> <ul style="list-style-type: none"> <li>• 40 iPads for grades K-3</li> </ul>	<p>2. \$0</p> <p>3. \$250 LCFF Base (1300)</p> <p>4. \$23,443 Title V (4400, 4310, 4350)</p>
<p>Scope of service: Schoolwide</p> <p>X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: Schoolwide</p> <p>X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Using a data management system, closely track performance of low-income, EL, RFEP and Foster youth students on school assessments.</p>		<p>ECS will adopt OARS as its data management system, to closely monitor the student performance of all students including unduplicated counts.</p>	<p>\$970 Title V (4310)</p>
<p>Scope of service: Schoolwide</p> <p>X ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: Schoolwide</p> <p>X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Teachers will use formal and informal assessments to document students' progress in language proficiency.</p>		<p>All teachers use formative and summative assessments to check for student understanding and monitor student progress in language proficiency.</p>	<p>\$1200 LCFF Base, EPA (1110)</p>



Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		There is a need to revise this goal to include CAASPP/SBAC assessments in combination with CDE metrics/measurable outcomes.			

Original GOAL from prior year LCAP:	<b>Goal 5:</b> Students at Empower Charter School will demonstrate positive engagement in learning, respect for individual differences, self-regulation, and character values of integrity and personal ownership.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools:	Empower Charter School (ECS)
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>Empower will demonstrate suspension and expulsion rates lower than the school district.</li> <li>80% of those surveyed show satisfaction.</li> <li>95% ADA rate</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>School Climate – 2014-15 Suspension Rate: 7%                     <ul style="list-style-type: none"> <li>2014-15 Expulsion Rate: 0%</li> </ul> </li> <li>Student Surveys showed over 80% satisfaction rates with academic program and feeling safe at school.</li> <li>Student Engagement – 2014-15 Attendance rate: 95%</li> <li>Student Engagement – 2014-15 Chronic Absenteeism Rate: 9.7%</li> <li>ECS serves grades K-5, therefore the following CDE metrics do not apply:                     <ul style="list-style-type: none"> <li>MS dropout rates</li> <li>HS dropout rates</li> <li>HS graduation rate</li> </ul> </li> </ol>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Service-s	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ol style="list-style-type: none"> <li>Monitor school attendance rates regularly.</li> <li>Ensure a positive learning environment is in place during classroom and school walkthroughs. Train teachers in positive classroom management.</li> <li>Ensure that parents and students understand the school's behavior expectations and related consequences through parent orientation, parent meetings, school assemblies, and classroom meetings.</li> <li>Implement character education through a school wide monthly character focus, classroom meetings, parent</li> </ol>		<ol style="list-style-type: none"> <li>The school clerk/registrar monitors daily attendance and reports absences/truancy to ED.</li> <li>ED conducts classroom walkthroughs/observations to ensure all students have a positive school culture/learning environment.</li> <li>Parents and students are required to attend an orientation session where schoolwide policies are discussed and every family is provided with a parent/student handbook.</li> <li>ECS has established 2 Committees to address and implement a character education program:</li> </ol>	<ol style="list-style-type: none"> <li>\$35,000 – LCFF base (2400)</li> <li>\$5,000 – LCFF base (1300)</li> <li>\$500 – LCFF base (1110,1300)</li> <li>\$500 – LCFF base (1110, 1300)</li> <li>\$5,000 – LCFF base</li> </ol>

<p>meetings and other research-based strategies.</p> <p>5. Monitor suspension and expulsion rates to inform policy and decision-making about the effectiveness of the school's current efforts to create a positive school climate.</p> <p>6. Distribute parent, student, and staff surveys (translated as needed) to inform policy and decision-making about the effectiveness of the school's efforts to create a positive school climate.</p>		<ul style="list-style-type: none"> <li>• Powerful Teaching Committee: PD Planning, ELAC and SSC</li> <li>• School Culture Committee: How are we engaging families; and Positive Behavior Intervention Support (PBIS)</li> </ul> <p>5. The ECS closely monitors all suspension and expulsion rates.</p> <p>6. Parent, student and staff surveys are completed. Spanish parent surveys have also been developed and disseminated. Results will be shared with parents, and with the community during the governing board meeting.</p>	<p>(1300)</p> <p>6. \$1,000 – LCFF base (1110, 1300)</p>
<p>Scope of service: Schoolwide</p> <p>X_ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: Schoolwide</p> <p>X_ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>The ED will arrange for student performances and/or awards at 3 board meetings to help parents feel welcome and comfortable with attending board meetings. The ED will employ strategies to maintain a high attendance rate. Strategies may include, but are not limited to, parent education about the correlation between attendance and student achievement and attendance awards.</p>		<p>ECS hosts monthly recognition events: Student of the Month; Scholar of the Month, &amp; Schoolwide Volunteer of the Month. Recipients earn a certificate for their accomplishment. Also includes costs for implementing Character Education Program that focus on the school's Core Values of Integrity, Responsibility, and Respect through classroom and schoolwide activities.</p>	<p>\$1,000 – LCFF base (1110, 1300)</p>
<p>Scope of service: Schoolwide</p> <p>X_ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: Schoolwide</p> <p>X_ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>The ED will oversee additional efforts to be made with parents of students with chronic attendance issues, including but not limited to individual meetings or home visits</p>		<p>The ED will research methods to improve student attendance rates including implementing a SARB process, conducting home visits, and meetings with parents.</p>	<p>\$2,500 – LCFF base (1300)</p>
<p>Scope of service: Schoolwide</p>		<p>Scope of service: Schoolwide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>There is a need to revise this goal to include CDE metrics/measurable outcomes.</p>		

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, identify the amount of 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$86,658</u>
<p>Empower Charter School expended over \$21,000 in supplemental and concentration funds in fiscal year 2014-15. For fiscal year 2015-16, Empower Charter School must allocate a targeted amount of nearly \$87,000 (supplemental and concentration funds) for continued improved and increased service and supports to principally benefit English learners (EL), foster youth (FY), low-income (LI) students</p> <p>The school’s unduplicated student percentage is over 72%, and our student groups with the most persistent achievement gaps and greatest need of support comprise even higher percentages of EL, FY and LI students. For example, ELs, FY, and/or LI students comprise approximately 87% of Latino students and 67% of Students with Disabilities. Given that English learners and low-income students are represented at our school, there is a need to provide systemic, coordinated, and targeted supports and services for these focus students and student groups.</p> <p>The use of supplemental and concentration funds will be used to provide increased and improved services for the principal benefit of our focus students, and includes:</p> <p>Schoolwide Strategies: Designed for the principal benefit of EL, FY, and LI students, but other students may also benefit. For example:</p> <ul style="list-style-type: none"> <li>▪ Provide increased data analysis, reporting, and instructional data support to monitor and inform instruction.</li> <li>▪ Provide professional development opportunities related to standards, instruction, and support for our diverse student population.</li> <li>▪ Provide instructional support by Executive Director and other consultants.</li> <li>▪ Provide enriched and enhanced learning opportunities for students at all grade levels.</li> <li>▪ Increase and expand positive behavioral support.</li> <li>▪ Provide targeted services including intervention, classroom support, and professional development.</li> <li>▪ Provide instructional aides to classrooms to provide supports and interventions.</li> <li>▪ Extended learning before/after-school tutoring.</li> </ul>	

Charterwide/Focused Strategies: Designed for the principal benefit of EL, FY, and LI students that are focused on particular grade levels or student groups.

- Support early learners through small class size, targeted professional development, and strategic interventions.
- Provide all students with access to counseling as needed.
- Provide instructional support and professional development for English learners and coordinated services and supports.
- Provide support and resources for students, parents, and families of ELs, FY, LI, and students with disabilities.

B. In the box below, 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).

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). 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.

9.86	%
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The school's target proportionality percentage for 2015-16 is 9.86%. Services and supports for focus students (unduplicated students – EL, FY, and LI) will be increased and improved by at least 9.86%, as compared to services and supports provided to all students for fiscal year 2015-16. This represents \$86,658.

The school will meet this proportionality percentage through allocated supplemental and concentration funds, representing increased services, of approximately \$87,000. In addition, improved services will also be provided for focus students to promote equity and excellence for all students.

A description and overview of increased and improved services for school-wide and charter-wide focused strategies is provided in Section 3a (above).

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.

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).



(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).