



Local C Control & A Accountability P Plan

2014-15

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

LEA: Empower Charter School LCAP Year: 2014-15

Contact: Demi Brown, Executive Director, President, dbrown@empowercharter.org (619) 722-0414

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may

be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

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

Involvement Process	Impact on LCAP
<p>Introduction</p> <p>The founding team for Empower Charter School began its work in October 2012 to develop a charter school petition that would offer students and families an innovative Spanish Immersion program, inquiry-based and writing-centered learning, and a focus on fitness and health. Our founding team consists of educators, small business owners, parents, and legal and accounting professionals. After ten months of work involving stakeholders in the development of the charter petition, it was finished and ready to submit to our authorizer in July 2013. At around that time, California Education Code was revised to reflect the state priorities. Our team returned to work – and with feedback from stakeholders- aligned the charter petition to state priorities. Our charter petition explicitly describes measurable goals for each state priority with associated action steps. The development of a charter petition aligned to the state priorities was the first step in the process of developing an LCAP, and it was submitted to the authorizer in September 2013.</p> <p>In December 2013, the district approved the charter petition.</p> <p>The open enrollment began in January 2014 and lasted until April 2014. During the open enrollment period, Empower held four events to involve parents in the development of the school and its goals. During the months of March 2014 , April 2014, May 2014 and June 2014 the Executive Director maintained Office Hours every Tuesday from 4pm-6pm and discussed school goals related to the LCAP with parents.</p>	<p>Empower Charter School received input from 37 stakeholders representing students, parents, teachers and community members. Feedback was collected using a paper and online survey.</p> <p>Stakeholder input indicated a clear desire to focus on student achievement and parent involvement, followed by recruiting high quality teachers, and obtaining facilities that promote a safe and productive learning environment. These preferences mirror the information we received during school events and information sessions. Ultimately, the stakeholder engagement and research confirmed the direction of the school and the goals we set in the LCAP.</p>

Involvement Process	Impact on LCAP
<p>Parents provided feedback, which the Executive Director used in the development of the LCAP.</p> <p>In May 2014, notifications of admission were mailed. Families completed enrollment packets and indicated their willingness to serve on the School Site Council and/or English Learner Advisory Committee.</p> <p>In May 2014, enrolled parents completed a paper or online survey relating to the LCAP. Parent feedback was compiled and used to inform the development of the LCAP.</p> <p>A public board meeting was held on May 15, 2014 to review and discuss the LCAP.</p> <p>The LCAP was approved at a public board meeting June 23, 2014.</p> <p>In June 2014, the LCAP was sent to the district and county superintendent.</p>	

Section 2: Goals and Progress Indicators

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

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

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

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: To provide safe, clean & secure facility, CCSS aligned curriculum, and high quality teachers</p> <p>Metrics</p> <ul style="list-style-type: none"> ○ Personnel files ○ lesson/unit plans ○ maintenance and repair records ○ visual inspection of the school environment. 	<p>Goal 1: 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.</p>	All	Empower Charter School		New staff is being hired and they are creating the standards-aligned instructional materials and setting up the school environment.	New staff continues to be hired as school grows, instructional materials continue to be refined, and new classrooms are set up at the facility.	New staff continues to be hired as school grows, instructional materials continue to be refined, and new classrooms are set up at the facility.	<p>State Priority 1- Basic Services</p> <p>State Priority 2- Implementation of State Standards</p>

<p>Need: High quality standards-based instruction, differentiated to support all learners.</p> <p>Metrics:</p> <ul style="list-style-type: none"> ○ unit/lesson plans developed by teachers and submitted to the Executive Director ○ documentation of classroom walkthroughs ○ agendas for staff development showing CCSS-related PD. ○ CELDT scores or other applicable state-measure relating to English Language Proficiency ○ Reclassification rates of ELs. ○ Teacher-created formal and informal observations, anecdotal records. ○ Performance, formative, and summative assessments. ○ Standardized State Assessments 	<p>Goal 2: 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>	All	Empower Charter School		<p>All students receive instruction from teachers with an increased capacity to differentiate to meet student needs.</p> <p>Administer assessments and monitor progress.</p> <p>The first year establishes a baseline for student achievement and EL language proficiency.</p>	<p>Additional support personnel and opportunities for PD will be implemented, based on school needs after first year of operation.</p> <p>ECS aims for students continuously enrolled during the school year to show one years growth in core content areas and for ELs to move up one CELDT level for each year continuously enrolled. Using the first year as a baseline, ECS will reduce the number of students continuously enrolled and testing who do not meet this goal by 10% each year.</p>	<p>Additional support personnel and opportunities for PD will be implemented, based on school needs after second year of operation.</p> <p>ECS aims for students continuously enrolled during the school year to show one years growth in core content areas and for ELs to move up one CELDT level for each year continuously enrolled. ECS will reduce the number of students continuously enrolled and testing who do not meet this goal by 10% each year.</p>	<p>State Priority 2- Implementation of State Standards</p> <p>State Priority 4: Student Achievement</p> <p>State Priority 7- Broad Course of Study for ALL students</p> <p>State Priority 8- Other Student Outcomes</p>
--	--	-----	------------------------	--	--	--	---	---

<p>Need: Meaningful and productive partnerships with parents</p> <p>Metrics:</p> <ul style="list-style-type: none"> • parents serving on school committees • records tracking parent volunteer hours • attendance rates at school events, documented by sign-in(s) whenever possible • documentation of parent meetings held at a variety of times, with agenda(s) showing time designated for parental input • parent surveys 	<p>Goal 3: All students at Empower will learn in a collaborative environment with strong parent and community support that furthers the learning of all students.</p>	All	Empower Charter School		Surveys of stakeholders demonstrate 80% satisfaction rate	Surveys of stakeholders demonstrate 80% satisfaction rate	Surveys of stakeholders demonstrate 80% satisfaction rate	<p>State Priority 3- Parental Involvement</p> <p>State Priority 4- Pupil Engagement</p>
<p>Need: Academic Excellence & Student Growth</p> <p>Metrics:</p> <ul style="list-style-type: none"> • standardized assessments, results disaggregated according to significant subgroups • benchmark assessments • surveys • records of digital materials 	<p>Goal 4: 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>	All	Empower Charter School		First year, a baseline is established for academic performance and access to digital learning materials.	Using the first year as a baseline, ECS will reduce the number of students continuously enrolled and testing who do not meet this goal by 10% each year. Access to digital learning materials increases.	ECS will reduce the number of students continuously enrolled and testing who do not meet this goal by 10% each year. Access to digital learning materials increases.	<p>State Priority 4: Pupil Achievement</p> <p>State Priority 8- Other Student Outcomes</p>

<p>Need: Positive School Climate</p> <p>Metrics:</p> <ul style="list-style-type: none"> • suspension/expulsion rates • parent/student surveys • Average daily attendance (ADA) 	<p>Goal 5: 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.</p>	<p>All</p>	<p>Empower Charter School</p>		<ul style="list-style-type: none"> • Empower will demonstrate suspension and expulsion rates lower than the school district. • 80% of those surveyed show satisfaction. • 95% ADA rate 	<ul style="list-style-type: none"> • Empower will demonstrate suspension and expulsion rates lower than the school district. • 80% of those surveyed show satisfaction. • 95% ADA rate 	<ul style="list-style-type: none"> • Empower will demonstrate suspension and expulsion rates lower than the school district. • 80% of those surveyed show satisfaction. • 95% ADA rate 	<p>State Priority 6: School Climate</p> <p>State Priority 5: Other Pupil Outcomes</p>
---	---	------------	-------------------------------	--	---	---	---	---

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 1: 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.</p>	<p>State Priority 1- Basic Services</p> <p>State Priority 2- Implementation of State Standards</p>	<ul style="list-style-type: none"> The Executive Director (E.D.) will ensure personnel provide appropriate evidence of credentials and applicable licenses/authorizations held. The E.D. will oversee the purchase/development of standards-aligned instructional materials. The E. D. 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. The E.D. will train staff in safety procedures and will ensure regular maintenance and repairs are made in a timely manner. 	School wide		<ul style="list-style-type: none"> One-fifth of E.D. salary to complete actions and services as described. \$13,000 BTSA: \$6,408 Textbooks/instructional materials \$37,475 Books/Other reference materials: \$12,000 Instructional aids/Student Materials: \$65,480 Elective Teachers salary to allow time for teacher planning/collaboration \$7,272 Rental to maintain clean and safe facilities \$100,000 One-fifth of base teacher salaries to complete actions and services as described. \$32,000 	<ul style="list-style-type: none"> One-fifth of E.D. salary to complete actions and services as described. \$14,040 BTSA: \$12,816 Textbooks/instructional materials \$5,000 Books/Other reference materials: \$5,000 Instructional aids/student materials: \$11,785 Elective Teachers salary to allow time for teacher planning/collaboration \$13,098 Rental to maintain clean and safe facilities \$100,000 One-fifth of base teacher salaries to complete actions and services as described. \$50,400 	<ul style="list-style-type: none"> One-fifth of E.D. salary to complete actions and services as described. \$14,742 BTSA: \$12,816 Textbooks/instructional materials \$6,308 Books/Other reference materials: \$6,308 Instructional aids/student materials: \$10,000 Elective Teachers salary to allow time for teacher planning/collaboration \$17,010 Rental to maintain clean and safe facilities \$100,000 One-fifth of base teacher salaries to complete actions and services as described. \$72,000

PAGE INTENTIONALLY LEFT BLANK

<p>Goal 2: 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>State Priority 2- Implementation of State Standards</p> <p>State Priority 4: Pupil Achievement</p> <p>State Priority 7-Broad Course of Study for ALL students</p> <p>State Priority 8-Other Student Outcomes</p>	<ul style="list-style-type: none"> • The E.D. will provide professional development to instructional staff on the implementation of CCSS. • The E.D. will use PLCs to allow teachers to collaborate and develop CCSS-aligned units/lessons. • E.D./designee will conduct regular walkthroughs to collect evidence of CCSS implementation. • Teachers will create unit/lesson plans that show alignment to CCSS. 	<p>School wide</p>		<p>Faculty</p> <ul style="list-style-type: none"> • One-fifth of E.D. salary to complete actions and services as described. \$13,000 • Half of travel and conferences for professional development \$16,004 • Half of cost of Instructional consultants \$16,250 • One-fifth of base teacher salaries to complete actions and services as described. \$32,000 • Instructional Aides \$20,000 	<ul style="list-style-type: none"> • One-fifth of E.D. salary to complete actions and services as described. \$14,040 • Half of instructional leader salary \$27,500 • Half of travel and conferences for professional development \$17,258 • Half of cost of Instructional consultants \$22,311.50 • One-fifth of base teacher salaries to complete actions and services as described. \$50,400 • Certificated support teachers salaries \$20,000 • Instructional Aides \$40,400 	<ul style="list-style-type: none"> • One-fifth of E.D. salary to complete actions and services as described. \$14,742 • Half of instructional leader salary \$28,875 • Half of travel and conferences for professional development \$19,539 • Half of cost of Instructional consultants \$24,601 • One-fifth of base teacher salaries to complete actions and services as described. \$72,000 • Certificated Support teachers salaries \$40,400 • Instructional Aides \$61,208
--	---	---	--------------------	--	--	---	--

<p>Goal 3: All students at ECS will learn in a collaborative environment with strong parent and community support that furthers the learning of all students.</p>	<p>State Priority 3- Parental Involvement</p> <p>State Priority 4: Pupil Engagement</p>	<ul style="list-style-type: none"> • The E.D. will communicate the suggested volunteer commitment of 10 hours per school year, and emphasize the importance of completing the hours. • 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. • The E.D. will establish partnerships with community organizations. • Track parent attendance at school events and parent meetings. • The E.D. will invite parents to serve on school committees, volunteer in the classrooms, participate in school events, and attend board meetings. • The E.D. will conduct surveys among students, staff, and parents. 	<p>School wide</p>		<ul style="list-style-type: none"> • One-fifth of E.D. salary to complete actions and services as described. \$13,000 • One half of office staff salaries to completed actions and services as described: \$20,583 • Communications costs: 10,330 • One-fifth of base teacher salaries to complete actions and services as described. \$32,000 • Strategic Planning Consultant \$10,000 • Before School Program and Recess/Lunch Supervisors \$12,786 	<ul style="list-style-type: none"> • One-fifth of E.D. salary to complete actions and services as described. \$14,040 • Half of instructional leader salary \$27,500 • One half of office staff salaries to completed actions and services as described: \$39,000 • Communications costs: 8,440 • One-fifth of base teacher salaries to complete actions and services as described. \$50,400 • Strategic Planning Consultant \$10,000 • Before School Program and Recess/Lunch Supervisors \$22,329 	<ul style="list-style-type: none"> • One-fifth of E.D. salary to complete actions and services as described. \$14,742 • Half of instructional leader salary \$28,875 • One half of office staff salaries to completed actions and services as described: \$40,950 • Communications costs: 10,507 • One-fifth of base teacher salaries to complete actions and services as described. \$72,000 • Before School Program and Recess/Lunch Supervisors \$40,163
--	---	---	--------------------	--	---	---	---

<p>Goal 4: 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>State Priority 4: Pupil Achievement</p> <p>State Priority 8-Other Student Outcomes</p>	<ul style="list-style-type: none"> • The Executive Director will ensure that ECS meets the participation rates for statewide assessments and implements testing according to state regulations. • The Executive Director will develop internal growth metrics to ensure ECS meets or exceeds state requirements for API. • Data from state assessments, school assessments, and multiple measures will be used to track student progress and inform instructional practices. 	<p>School wide</p>		<ul style="list-style-type: none"> • One-fifth of E.D. salary to complete actions and services as described. \$13,000. • Testing costs: \$500 • Student Information and Data Management Systems: \$19,212 • Half of cost of Instructional consultants \$16,250 • One-fifth of base teacher salaries to complete actions and services as described. \$32,000 • Dues and memberships \$14,180 • Online Assessment system (i.e. AR) \$10,000 • Technology associated equipment & Infrastructure \$60,000 • Technical equipment to support learning (i.e. Doc-Cams, projectors) \$4,100 • Half of travel and conferences for professional development \$16,004 	<ul style="list-style-type: none"> • One-fifth of E.D. salary to complete actions and services as described. \$14,040 • Testing costs: \$500 • Student Information and Data Management Systems: \$19,013 • Half of cost Instructional consultants \$22,311.50 • One-fifth of base teacher salaries to complete actions and services as described. \$50,400 • WASC consultant \$6,000 • Dues and memberships \$15,212 • Online Assessment system (i.e. AR) \$10,000 • Technology associated equipment & Infrastructure \$20,000 • Technical equipment to support learning (i.e. Doc-Cams, projectors) \$2,780 • Half of travel and conferences for professional development \$17,258 	<ul style="list-style-type: none"> • One-fifth of E.D. salary to complete actions and services as described. \$14,742 • Testing costs: \$500 • Student Information and Data Management Systems: \$24,013 • Half of cost of Instructional consultants \$24,601 • One-fifth of base teacher salaries to complete actions and services as described. \$72,000 • Dues and memberships \$18,721 • Online Assessment system (i.e. AR) \$10,000 • Technology associated equipment & Infrastructure \$20,000 • Technical equipment to support learning (i.e. Doc-Cams, projectors) \$2,525 • Half of travel and conferences for professional development \$19,539
--	---	---	--------------------	--	--	---	---

<p>Goal 5: 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.</p>	<p>State Priority 6: School Climate State Priority 5: Other Pupil Outcomes</p>	<ul style="list-style-type: none"> • Monitor school attendance rates regularly. • Ensure a positive learning environment is in place during classroom and school walkthroughs. Train teachers in positive classroom management. • Ensure that parents and students understand the school’s behavior expectations and related consequences through parent orientation, parent meetings, school assemblies, and classroom meetings. • Implement character education through a school wide monthly character focus, classroom meetings, parent meetings and other research-based strategies. • 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. • 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>School wide</p>		<ul style="list-style-type: none"> • One-fifth of E.D. salary to complete actions and services as described. \$13,000 • One half of office staff salaries to completed actions and services as described: \$20,583 • One-fifth of base teacher salaries to complete actions and services as described. \$32,000 	<ul style="list-style-type: none"> • One-fifth of E.D. salary to complete actions and services as described. \$14,040 • One half of office staff salaries to completed actions and services as described: \$39,000 • One-fifth of base teacher salaries to complete actions and services as described. \$50,400 	<ul style="list-style-type: none"> • One-fifth of E.D. salary to complete actions and services as described. \$14,742 • One half of office staff salaries to completed actions and services as described: \$40,950 • One-fifth of base teacher salaries to complete actions and services as described. \$72,000
---	---	---	--------------------	--	---	---	---

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 1: 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.</p> <p>Goal 2: 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>Goal 3: All students at ECS will learn in a collaborative environment with strong parent and community support that furthers the learning of all students. regulation, and character values of integrity and personal ownership.</p>	<p>State Priority 1- High quality instruction</p> <p>State Priority 2- Implementation of State Standards</p> <p>State Priority 3- Parental Involvement</p> <p>State Priority 4: Pupil Achievement</p> <p>State Priority 5: Other Pupil Outcomes</p> <p>State Priority 6: School Climate</p> <p>State Priority 7-Broad Course of Study for ALL students</p> <p>State Priority 8-Other Student Outcomes</p>	<p>For low income pupils:</p> <ul style="list-style-type: none"> Analyze data of low income pupils in PLCS and collaborate to refine instructional practices Using a data management system, track performance of low-income students on school assessments. Hold parent meetings during a variety of hours to inform parents about important school news and receive parental input. The E.D. will arrange for student performances and/or awards at 3 board meetings to help parents feel welcome and comfortable with attending board meetings. The E.D. 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. 	School wide		<ul style="list-style-type: none"> Counseling services \$10,000 	<ul style="list-style-type: none"> Counseling services \$10,000 	<ul style="list-style-type: none"> Counseling services \$10,000

<p>Goal 4: 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>Goal 5: 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.</p>		<ul style="list-style-type: none"> • The E.D. 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>Goal 1: 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.</p> <p>Goal 2: 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>Goal 3: All students at ECS will learn in a collaborative environment with strong parent and community support that furthers the learning of all students.</p>	<p>State Priority 1- High quality instruction</p> <p>State Priority 2- Implementation of State Standards</p> <p>State Priority 3- Parental Involvement</p> <p>State Priority 4: Pupil Achievement</p> <p>State Priority 5: Other Pupil Outcomes</p> <p>State Priority 6: School Climate</p> <p>State Priority 7-Broad Course of Study for ALL students</p> <p>State Priority 8-Other Student Outcomes</p>	<p>For English learners:</p> <ul style="list-style-type: none"> • Teachers analyze data of English Learners in PLCs and collaborate to refine instructional practices. • E.D./designee will conduct regular walkthroughs to collect evidence of EL strategies employed during lessons. • Daily instructional schedules show when ELD instruction takes place. • Teachers will create unit/lesson plans that show adaptations, modifications made for English Learners. • Track performance for English Learners on school assessments. • Materials relating to parent involvement are translated into Spanish and any other popular languages spoken by the ECS parent community. • Hold student performances and/or awards at 3 board meetings to help parents feel welcome and comfortable with attending board meetings. 			<ul style="list-style-type: none"> • Additional salary for high-quality bilingual teachers: \$11,000 	<ul style="list-style-type: none"> • Additional salary for bilingual teachers \$27,000 	<p>Additional salary for bilingual teachers 40,000</p>
---	---	---	--	--	--	--	---

<p>Goal 4: 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>Goal 5: 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.</p>		<ul style="list-style-type: none"> • The Executive Director will ensure the CELDT or other applicable state assessment is administered according to state regulations. • The Executive Director and instructional staff will monitor reclassification rates of ELs. • Teachers will use formal and informal assessments to document students' progress in language proficiency. • The E.D. 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>Goal 1: 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.</p> <p>Goal 2: 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>Goal 3: All students at ECS will learn in a collaborative environment with strong parent and community support that furthers the learning of all students.</p> <p>Goal 4: Students at Empower Charter School will demonstrate academic excellence and</p>	<p>State Priority 1- High quality instruction</p> <p>State Priority 2- Implementation of State Standards</p> <p>State Priority 3- Parental Involvement</p> <p>State Priority 4: Pupil Achievement</p> <p>State Priority 5: Other Pupil Outcomes</p> <p>State Priority 6: School Climate</p> <p>State Priority 7-Broad Course of Study for ALL students</p> <p>State Priority 8-Other Student Outcomes</p>	<p>For foster youth:</p> <ul style="list-style-type: none"> Analyze data of foster youth students in PLCs and collaborate to refine instructional practices. Track performance for foster youth on assessments. Hold parent/guardian meetings during a variety of hours to inform guardians about important school news and receive guardian input. Hold student performances and/or awards at 3 board meetings to help guardians feel welcome and comfortable with attending board meetings. The E.D. 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. Hold meetings or home visits with guardians of students with chronic attendance issues. 			<p>No foster youth enrolled at this time, actions are in place as described.</p> <p>Counseling costs and additional supports as described in other sections.</p>	<p>No foster youth enrolled at this time, actions are in place as described.</p> <p>Counseling costs and additional supports as described in other sections.</p>	<p>No foster youth enrolled at this time, actions are in place as described.</p> <p>Counseling costs and additional supports as described in other sections.</p>
---	---	---	--	--	--	--	--

<p>measurable progress in all core content areas. Students will be equipped with digital literacy skills. Goal 5: 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.</p>							
--	--	--	--	--	--	--	--

<p>Goal 1: 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.</p> <p>Goal 2: 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>Goal 3: All students at ECS will learn in a collaborative environment with strong parent and community support that furthers the learning of all students.</p> <p>Goal 4: 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>State Priority 1- High quality instruction</p> <p>State Priority 2- Implementation of State Standards</p> <p>State Priority 3- Parental Involvement</p> <p>State Priority 4: Pupil Achievement</p> <p>State Priority 5: Other Pupil Outcomes</p> <p>State Priority 6: School Climate</p> <p>State Priority 7-Broad Course of Study for ALL students</p> <p>State Priority 8-Other Student Outcomes</p>	<p><u>For redesignated fluent English proficient pupils:</u></p> <ul style="list-style-type: none"> Analyze data of redesignated English Proficient pupils in PLCs and collaborate to refine instructional practices. Track performance for redesignated English Proficient students on school assessments. Materials relating to parent involvement are translated into Spanish and any other popular languages spoken by the ECS parent community. Hold student performances and/or awards at 3 board meetings to help parents feel welcome and comfortable with attending board meetings. Monitor reclassification rates of ELs. Teachers will use formal and informal assessments to document students' progress in language proficiency. 		<p><u>For redesignated fluent English proficient pupils:</u></p> <ul style="list-style-type: none"> Teachers will use formal and informal assessments to document students' progress in language proficiency. – SUBS \$520 	<p><u>For redesignated fluent English proficient pupils:</u></p> <ul style="list-style-type: none"> Teachers will use formal and informal assessments to document students' progress in language proficiency. – SUBS \$520 	<p><u>For redesignated fluent English proficient pupils:</u></p> <ul style="list-style-type: none"> Teachers will use formal and informal assessments to document students' progress in language proficiency. – SUBS \$520
--	---	--	--	---	---	---

<p>Goal 5: 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.</p>							
---	--	--	--	--	--	--	--

C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Empower Charter School is opening in 2014-15 and estimates the level of unduplicated pupils for the LCAP year 2014-15 to be approximately 50%. Empower will expend approximately \$20,913 in supplemental and concentration funds in the 2014-15 fiscal year. Empower has committed these funds to support teaching and learning across the school with increased and expanded services for English Learners, Foster Youth, and Low Income Youth. These services include:

- Hiring a consultant to identify additional academic supports that can be provided and train teachers on effective strategies for these learners
- Expanding the services of teachers to provide CELDT testing and ELD instructional support
- Purchasing curriculum and supplemental resources to enhance development of targeted subgroups
- Targeted Professional Development for ELD and Common Core

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Empower will receive approximately \$20,913 to expend for low income pupils, foster youth, and English learners. This represents 3.30% more in funding to support these students. Students who are considered English Learners, low-income students and foster youth will receive services above what is being provided to the general student population, which include the following:

- Hiring bilingual teachers (in Spanish) to support Spanish-speaking ELs and promote home to school communication
- Targeted language development and interventions
- Extended learning
- Training and support for parents/guardians

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.