

**LEA: Eel River Charter School Contact): Alice Hawley, Director of Student Achievement, ahawley@eelriverschool.net,
707 983 6946 LCAP Year: 2016-17**

The Eel River Charter School will educate a self-selected multicultural group of approximately 10 students per grade level. The Charter School is authorized to serve transitional kindergarten through eighth grade students who are motivated to be at the school, who are willing to try new things, and whose parents or guardians are invested in being a part of their children's education. These students will primarily reside in the community of Covelo, situated in the greater Round Valley area located in northeastern Mendocino County.

PHILOSOPHY

The philosophy of the Eel River Charter School is grounded in the belief that learning opportunities and accomplishments can best take place when:

- students have the opportunity to exercise their own choices giving them a feeling of control over their own learning
- schooling is viewed as one aspect of an education
- learning is viewed as a boundless experience
- an educational alliance is formed with a seamless web of educators, students, parents, businesses, community services and local stakeholders - all dedicated to the learning experience.

MISSION

The Eel River Charter School's mission statement is: Working with families in community through holistic teaching to develop educated, responsible, compassionate people.

ERCS strives to develop students who are competent, confident, productive and responsible young adults, who will possess the habits, skills and attitudes to succeed in school, and who will be offered the challenge of a post-secondary education and satisfying employment. The mission of the Eel River Charter School is to engage parents/families in the educational process, thereby providing the support structure and overlapping spheres of influence necessary for students to attain an integrated perception of learning.

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.

Involvement Process	Impact on LCAP for 2014-15
<p>The stakeholders have communicated their thoughts for school improvement in the following ways:</p> <ul style="list-style-type: none"> written parent surveys comments made during their volunteer hours at school Parent conferences School Site Committee meetings to solicit input and to approve the SPSA Regular monthly Board Meetings(the ERCS Board is mainly composed of parents) Weekly teacher meetings On-site staff meetings Community member(s) Input from parents to Business Manager, Office Manager, and/or Board members <p>The teachers, School Site Council and the Board are given information about student achievement as measured by standardized tests and benchmark tests. They are also given drafts of the SPSA budget to amend, along with the entire SPSA. The SSC members ask questions about the Title I program, and become familiar with the issues facing the school so that their suggestions are targeted to solutions for these issues.</p>	<p>In 2014-15, these are a few examples of stakeholder input into the LCAP. The SSC advised ERCS to give more awards to students, and to designate students of the quarter with their photos and a brief bio posted in the main hall. The SSC wanted more community visibility and school pride by having float entries in the Field Days etc. Teachers wanted more training (with release time) to study CA State Standards and methods. They also wanted updated and online math curriculum. The SSC suggested more community invited into the classroom. The Board wanted more online trainings especially in school safety, to purchase a time clock, and training for teachers/ aides in Special Education. The Board wanted designated areas for the aides who watch over lunch recess in the yard.</p>

Annual Update: for year 2: 2015-16 Examples of stakeholder input include:

Teachers, SSC and Board decided to offer different kinds of homework, giving families a choice between academic assignments or a log of educational activities done at home. They decided to remove Homework as a category on the report card, and make homework help optional for teachers. Board wants an onsite Designated Leader for daily operations. SSC suggests more rewards for good behavior and for parents who contribute volunteer hours, several parent events with free food, and a Join your Kid for Lunch Day. The Board suggests a wireless campus, and possibly air conditioning for the main hall. Teachers recommend air conditioning in Room 4, and more hours for the custodian. The Board would like to have a mural. This is just a sampling of stakeholder input.

Annual Update: 2016-17

Stakeholders include the teaching/paraprofessional staff, the older students, the Board, the School Site Council and parents.

Among these groups, there is general agreement to re-focus more attention on fulfilling our mission statement rather than preparing students for state mandated tests.

The Board wants to see either extensive repairs or the purchase of modular classrooms to replace the old ones.

The Board wants more professional development days for all teaching staff, and meetings with the staff to establish goals and better communication for the 2016-17 school year. The teachers want more technological training.

Students want 1 to 1 computer ratio in the older classes. They feel that they can learn better using them as academic tools.

School Site Council parents would like to improve communication about school events and to see more parents on campus. They suggest a week of cultural sharing by Native American and Hispanic families for the whole school.

Summary of LCAP goals for 2016-2017

Goals of LCAP 2016-17	State priorities	Data/issues	Possible new solutions/actions
1) Conditions of learning: qualified staff and safe facility	1,6	<ul style="list-style-type: none"> ➤ Employees are qualified, but we will need new teachers in the future years ➤ Teacher shortage ➤ Facility appearance 	<ul style="list-style-type: none"> ➤ Look for future teacher through community links ➤ Exterior paint ➤ Custodial substitute ➤ Repair of modular classrooms or purchase of new ones
2) pupil outcomes: pupil achievement	2,4,6,7,8	<ul style="list-style-type: none"> ➤ Low SBAC scores 2015 4% Prof. ELA; 7% prof. math 2015-16, 59% students at grade level or made a year's growth in ELA, and 78% in math ➤ Benchmarks not to grade level, although students making progress ➤ Large number of EL students ➤ Significant number of students with learning disabilities/IEPs 	<ul style="list-style-type: none"> ➤ Chromebooks for all students/ faster wireless for test prep/tech support/ professional development in technology use/ professional teacher evaluations/ student incentives for raising individual test scores ➤ Continue benchmarks and portfolios to track /document progress ➤ Translate documents into Spanish/have interpreter at Sch. Site Council Meetings/ new EL curriculum ➤ EL parents invited to teach Spanish, share food, teach songs ➤ Re-focus on original mission of holistic teaching, more projects, cross age activities, rather than test prep ➤ Art, music, drama twice a week for one hour ➤ More community projects/local trips ➤ More fun activities to motivate kids ➤ Professional development: observation of master teachers online an discussion

<p>3) Engagement of parents and students: Parent participation, student attendance, school morale</p>	<p>3,5</p>	<ul style="list-style-type: none"> ➤ Low ADA percentage (90.5%) compared with previous years of 92% ➤ Chronic tardies and absences which correlate with low achievement ➤ No suspensions/expulsions ➤ Low parent participation, parent hours were under-reported, only 786 in the record book. ➤ Previous plans for parental activities not carried out ➤ Many students not motivated to work or pay attention; state standards are above their achievement level. This leads to more misbehavior and lowers teacher morale ➤ Lack of on-site person in charge 	<ul style="list-style-type: none"> ➤ Student incentives for excellent attendance/ monthly or weekly awards in classrooms for attendance ➤ Better tracking of individual student attendance and prompt notification of parents/letters from Board to alert parents of poor attendance ➤ SARB/ Tribal back up to enforce laws about chronic absenteeism ➤ Invite parents to class activities and parent days ➤ Invite parents as guest speakers/career day/ classroom “parent” to notify/invite parents ➤ Continue Board trainings for leadership ➤ More backup from Board when cases referred ➤ More appreciation of the daily staff by the Board/recognition of their hard work ➤ More respect from the Board by acting on input from the teachers ➤ Lead teacher ➤ Lead team of employees (3 to make decisions when Board is not available)
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<p>GOAL:</p>	<p>CONDITIONS OF LEARNING, Goal 1</p> <p>100% of teachers appropriately credentialed for their teaching assignments. -100% of students have access to standards-aligned instructional materials -ERCS school facility maintained in good repair -100% of aides employed by school will be highly qualified pupil suspension rate will not exceed 2% 0% of ERCS pupils will be expelled 100% of families will complete annual school survey</p>	<p>Related State and/or Local Priorities: 1 <u>x</u> 2__ 3__ 4__ 5__ 6 <u>X</u> 7__ 8__ COE only: 9__ 10__</p> <p>Local: Specify _____</p>
<p>Identified Need:</p>	<p>Improve basic conditions of learning (Priority 1) school climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness (Priority 6)</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>ERCS</p>
<p>Applicable Pupil Subgroups:</p>		<p>ALL</p>
<p>LCAP Year 1: 2014-15</p>		
<p>LCAP Year 2: 2015-16</p>		
<p>Expected Annual Measurable Outcomes</p>	<p>New hires will possess a clear credential or possess a CTC issued permit ERCS will inventory instructional materials annually Monthly facilities inspections will be completed aides will possess AA degree or pass the county approved paraprofessional test</p> <p>The number of pupil suspensions are reported in the Aeries attendance program, the annual program audit and CARS. The number of pupil expulsions are reported in the Aeries attendance program, the annual program audit and CARS.</p>	

Compute the number of survey responses.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>ERCS will utilize online web-sites to advertise posted jobs (Edjoin)</p> <p>-ERCS will post job openings in community and job descriptions will list qualifications</p>	<p>School-wide 2015-16</p>	<p><u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$600 Title II</p>
<p>-ERCS will purchase CA State Standards curricula for all students and reorder consumables annually Ongoing updates of curricula will take place in light of the CA State Standards</p>	<p>School-wide 2015-16</p>	<p><u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	
<p>Staff will report any site problems to the office and corrective action will be taken</p>	<p>School-wide 2015-16</p>	<p><u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Director of Student Achievement</p>	<p>School-wide 2015-16</p>	<p><u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$5,725 Title 1, part A</p>

Fund a position for Designated Leader or Lead Teacher (or a 4 th aide)	School-wide 2015-16	<u> </u> X ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$9700, Sup. And Con. Grant
Update the kitchen equipment and bathroom fixtures Paint a mural outside with the students	School-wide 2015-16	X ALL <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
Have the custodian work for more hours	School-wide 2015-16	<u> </u> X ALL <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$3,551
5-6 th grade teacher salary and benefits	School-wide 2015-16	<u> </u> X ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$61,727 Sup and Con Grant
3 aides for classrooms	School-wide 2015-16	<u> </u> X ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$54,287: Title 1, REAP, sup and con grant, lottery

<p>Continue the recycling program with more instruction for students and parents</p> <p>Purchase air conditioner, security lighting, new classroom lights under Prop 39 (CA Clean Energy Jobs Act-2013)</p> <p>Wireless Equipment</p> <p>Materials and supplies</p>	<p>School-wide 2015-16</p>	<p><u><input checked="" type="checkbox"/></u> ALL</p> <p>-----</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 <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$30,000 Prop 39 \$800 sup and con grant</p> <p>\$4,000 sup and con grant</p>
<p>Students with severe behavior problems are referred to the ERCS Board with their parents to devise a plan for behavior improvement, which may include counseling, community service etc. Misbehavior will be promptly addressed and severe cases will be referred to the ERCS Board Review survey for relevance to school climate and safety. Families that fail to complete the survey will be contacted for their opinions.</p>	<p>School-wide 2015-16</p>	<p><u><input checked="" type="checkbox"/></u> ALL</p> <p>-----</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 <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Encourage professional development for teachers in safety practices such as fire extinguishers, sexual harassment, bullying, blood borne pathogens, cyber safety and mandated reporting</p>	<p>School-wide</p>	<p><u><input checked="" type="checkbox"/></u> ALL</p> <p>-----</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 <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>CONDITIONS OF LEARNING, Goal 1, 2016-17</p> <p>Priorities 1 and 6 for Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>New hires will possess a clear credential or possess a CTC issued permit ERCS will inventory instructional materials annually Monthly facilities inspections will be completed Aides will possess AA degree or pass the county approved paraprofessional test</p> <hr/> <p>The number of pupil suspensions are reported in the Aeries attendance program, the annual program audit and CARS. The number of pupil expulsions are reported in the Aeries attendance program, the annual program audit and CARS. Compute the number of survey responses.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Teachers inventory curriculum at end of school year (best) or beginning of year for prompt ordering</p>	<p>Whole school 2016-17</p>	<p><u> x</u>ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other</p>	
<p>Look for future teacher through community links</p>	<p>Whole school 2016-17</p>	<p><u> x</u> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other</p>	

<p>Exterior paint main building</p> <p>Custodial substitute Repair old modular classrooms or purchase new ones</p>	<p>Whole school 2016-17</p>	<p><u>x</u> ALL</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other</p>	<p>\$40,000</p> <p>\$170,000</p>
<p>Director of Student Achievement</p>	<p>Whole school 2016-17</p>		<p>\$5,732</p>
<p>Edjoin to advertise for qualified teachers</p>	<p>Whole school 2016-17</p>		<p>\$750</p>

PUPIL OUTCOMES, goal 2

CA State Standards will be implemented

EL students will gain academic content knowledge and progress toward English language proficiency

All students, including numerically significant subgroups, will increase proficiency rates by 5% annually and will progress one grade/skill level

ERCS will achieve its annual API growth target, schoolwide and for all numerically significant student subgroups.

GOAL:

100% of returning EL students will make progress toward English language proficiency

100% of EL students who are classified advanced on the CELDT will be reclassified as EL proficient

100% of ERCS' student body will be included in any broad course of study (see list above) that is offered for that student's grade level

All students will become proficient in English, Math, Science, Social Studies.

In Visual and Performing Arts, ERCS' goal is for 100% student participation in enrichment activities.

In Physical Education and Health instruction, ERCS' goal is for 100% student participation

Related State and/or Local
Priorities:

1__ 2X__ 3_ 4 X__ 5__ 6__ 7_X__
8X__
COE only: 9__ 10__

Local : Specify

Identified Need :

Implementation of state standards (Priority 2)

Increase pupil achievement (Priority 4)

Course access available to all students (Priority 7)

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

Goal Applies to:		Schools: ERCS	
		Applicable Pupil Subgroups: ALL	
LCAP Year 1: 2014-15			
LCAP Year 2: 2015-16			
Expected Annual Measurable Outcomes:	<p>CA State Standards will be implemented EL students will gain academic content knowledge and progress toward English language proficiency Student performance on statewide assessments, Star Enterprise Reading and Math assessments, benchmark assessments in ELA/Math, student portfolios, report cards Test 95% of targeted students (Title 1 requirement) Outcomes will be measured by teacher lesson plans, which include differentiated assignments and accommodation within the current curriculum.</p> <p>Methods of measurement include CAASPP, STAR Enterprise Reading and Math assessments, quarterly benchmark tests and report cards to document progress in core subjects; portfolios record student work and growth.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Teachers will participate in training on content and delivery of CA State Standards Teachers will research ways to update/purchase new curricula to help students master the critical thinking components of CA State Standards</p>	<p>School-wide 2015-16</p>	<p><u>X</u> ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	
<p>Purchase ELA Teacher’s Edition and workbooks for 2-3rd grade; ELA consumables for other grades Renaissance Learning Star Assessments CA State Standards materials and supplies</p>	<p>School-wide 2015-16</p>	<p><u>X</u> ALL ----- X ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____</p>	<p>\$3500 sup and con grant \$2200 sup. \$5000 sup</p>

<p>ELA online subscriptions</p>			<p>\$500 k-12 Microsoft voucher</p>
<p>Offer the parents an alternative to traditional academic homework so that parents can choose to keep a log of educational activities at home that are related to current curricula. Remove homework from minimum standards for promotion and from report cards</p>	<p>School-wide 2015-16</p>	<p><u>X</u> _ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	
<p>Hold a science fair every other year, alternating with the Young Author’s Tea biennially</p> <p>Teachers will teach keyboarding and online research skills to help those who do not have access to computers at home.</p>	<p>School-wide 2015-16</p>	<p><u>X</u> _ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	
<p>Offer more rewards and incentives for good behavior and doing academic assignments</p>	<p>School-wide 2015-16</p>	<p><u>X</u> _ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	
<p>Professional Development in implementation of California State Standards</p>	<p>School-wide 2015-16</p>	<p><u>X</u> _ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	
<p>Qualified teachers will provide instruction in</p>	<p>School-</p>	<p><u>X</u> _ALL -----</p>	

<p>accordance with CA State Standards</p> <p>Provide opportunities for practice testing using online resources aligned with CA State Standards. Teachers will continue professional development to improve their implementation of CA State Standards. Modify curricula to include critical thinking assignments.</p> <p>EL students will receive at least 30 minutes of ELA instruction daily. Teachers will implement SDAIE strategies in the classroom</p>	<p>wide 2015-16</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>All students are included in all activities. (There are no significant subgroups.) Additionally EL students receive tutoring that occurs 30 minutes per day, and IEP students may receive extra services through Round Valley Unified. STAR Enterprise Reading and Math assessments will be used to develop intervention plans/goals for individual students</p>	<p>School-wide 2015-16</p>	<p><u>X</u> 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)_____</p>	
<p>Replace obsolete computers allowing all students better access to individualized online instruction and resources Tech support for allowing all students better access to online instruction and resources and more facilitating CAASPP testing</p>	<p>School-wide 2015-16</p>	<p><u>X</u> 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)_____</p>	
<p>Teachers will implement strategies to accommodate all students in all assignments. Teachers will provide scaffolding for struggling students, and extra tutoring if possible.</p>	<p>School-wide 2015-16</p>	<p><u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

<p>School performances, class art projects, p.e. games, field trips for enrichment are examples of non-core educational activities.</p> <p>In physical education and health instruction, ERCS' goal is for 100% student participation.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Whole school activities such as yearly Variety Show, decorating local parade floats, science show, winter performance, back to school performance, and partner reading among the different classrooms Class switch in which students receive instruction in projects from different teachers</p>	<p>School-wide 2015-16</p>	<p><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) _____</p>	
<p>ERCS Board and teachers will review results of Star benchmark tests quarterly, and CAASPP results yearly</p>	<p>School-wide 2015-16</p>	<p><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</p>	

**PUPIL OUTCOMES, GOAL 2, 2016-17
priorities 2,4,7 and 8 for Year 3**

<p>Expected Annual Measurable Outcomes:</p>	<p>CA State Standards will be implemented EL students will gain academic content knowledge and progress toward English language proficiency Student performance on statewide assessments, Star Enterprise Reading and Math assessments, benchmark assessments in ELA/Math, student portfolios, report cards Test 95% of targeted students (Title 1 requirement)</p>
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Outcomes will be measured by teacher lesson plans, which include differentiated assignments and accommodation within the current curriculum. Methods of measurement include CAASPP, STAR Enterprise Reading and Math assessments, quarterly benchmark tests and report cards to document progress in core subjects; portfolios record student work and growth.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Chromebooks for all students/ faster wireless for test prep/tech support/ professional development in technology use/ professional teacher evaluations/ student incentives for raising individual test scores	School wide 2016-17	<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) _____	\$8,000 Chromebook Wireless upgrade \$7500 Tech support \$10,000
Professional development: observation of master teachers online an discussion Technology training	School wide 2016-17		\$4,000
<ul style="list-style-type: none"> ➤ Re-focus on original mission of holistic teaching, more projects, cross age activities, rather than test prep ➤ Art, music, drama twice a week for one hour ➤ More community projects/local trips ➤ More fun activities to motivate kids 	School wide 2016-17	<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) _____	
EL curriculum Online subscriptions ELA, Math CELDT testing	School wide 2016-17	<input 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) _____	EL curric \$1,500 Online curric \$2,000 CELDT test \$2,000

<p>Renaissance Learning Star Assessment</p>	<p>School wide 2016-17</p>	<p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p>\$2,000</p>
<p>California State standards materials and supplies Student incentives</p>	<p>School wide 2016-17</p>	<p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p>\$7,100</p>

PARENT AND STUDENT ENGAGEMENT, Goal 3

<p>GOAL:</p>	<p><u>ENGAGEMENT OF PARENTS AND STUDENTS</u></p> <p>Parents will volunteer at ERCS Parents will participate in making decisions for ERCS Students will attain a 92% rate of attendance Students will reduce chronic absences and tardies by 5% each year If a student misses more than 2 weeks of school without a doctor’s note they will be dropped from the attendance rolls and ERCS shall notify the District within 30 days as per Ed Code 47605(d)(3) unless they enroll in long term Independent Study</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5x__ 6__ 7__ 8__ COE only: 9__ 10__</p> <p>Local : Specify _____</p>
<p>Identified Need :</p>	<p><u>Engagement:</u> 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)</p>	

Goal Applies to:		Schools: ERCS	
		Applicable Pupil Subgroups: ALL	
LCAP Year 1: 2014-15			
LCAP Year 2: 2015-16			
Expected Annual Measurable Outcomes:		Parent volunteer hours log book reviewed and total volunteer hours tabulated annually for program audit Governing Board meeting agendas and minutes Results of parent survey are compiled for the annual program audit and the SPSA. P1, P2 and Annual Attendance Reports and monthly Aeries attendance reports Teacher daily attendance reports, report card totals of absences	
Actions/Services		Scope of Service	Pupils to be served within identified scope of service
Parents will be strongly encouraged to volunteer 2 hours per week per child at ERCS. Outreach by teachers and ERCS Board. Parent involvement policy is distributed to all parents annually. School-wide functions such as potlucks, field trips, and awards assemblies where parents are recognized for their parent hours. Frequent parent conferences. ERCS utilizes social media and One Call Now to support parent participation in school events. ERCS Board is comprised of parents. School site council is comprised of parents. Parents' opinions are solicited through an annual survey.		School-wide 2015-16	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
Input from SSC Input from onsite staff Input from parents' survey Input from ERCS Board		School-wide 2015-16	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other
			Budgeted Expenditures

<p>Build community links with visits and guest speakers etc.</p> <p>Participate in making school floats for local parades</p>	<p>School-wide 2015-16</p>	<p><u>X ALL</u></p> <hr/> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other</p>	
<p>Board members will receive training in governance by watching the training available on the Board laptop</p>	<p>School wide 2015-16</p>	<p><u>X ALL</u></p> <hr/> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:</p>	
<p>ERCS Board reviews monthly attendance. Students are expected to complete Independent Study assignments when they anticipate absence.</p> <p>Students are recognized for achieving 100% attendance quarterly. Office manager contacts parents of absent students.</p> <p>ERCS may retain students who are chronically absent. Parents of chronically absent students are contacted and urged to monitor their children's absences.</p> <p>If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and</p>	<p>School-wide 2015-16</p>	<p><u>X ALL</u></p> <hr/> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	

health information			
Awards assemblies and student of the Quarter	School-wide 2015-16	<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	
Teachers need to notify the Board of students with frequent absences before these students become chronically absent. Teachers and Board need to find ways to address this problem.	School-wide 2015-16	<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	

PARENT AND STUDENT ENGAGEMENT, GOAL 3, 2016-17
priorities 3 and 5 for Year 3

Expected Annual Measurable Outcomes:	Parent volunteer hours log book reviewed and total volunteer hours tabulated annually for program audit Governing Board meeting agendas and minutes Results of parent survey are compiled for the annual program audit and the SPSA. P1, P2 and Annual Attendance Reports and monthly Aeries attendance reports Teacher daily attendance reports, report card totals of absences
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Student incentives for excellent attendance/ monthly or weekly awards in classrooms for attendance Better tracking of individual student	School wide 2016-17	<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	\$600

<p>attendance and prompt notification of parents/letters from Board to alert parents of poor attendance SARB/ Tribal back up to enforce laws about chronic absenteeism</p>		<p>proficient __Other Subgroups: (Specify) _____</p>	
<p>Invite parents to class activities and parent days Invite parents as guest speakers/career day/classroom “parent” to notify/invite parents</p>	<p>School wide 2016-17</p>	<p><u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____</p>	
<p>➤ Continue Board trainings for leadership</p>	<p>School wide 2016-17</p>		<p>\$1,500</p>
<p>➤ Encourage parents to record their parent volunteer hours in the parent book</p>	<p>School wide 2016-17</p>		
<p>➤ Translate documents into Spanish/have interpreter at Sch. Site Council Meetings/ new EL curriculum ➤ EL parents invited to teach Spanish, share food, teach songs</p>			
<p>➤ More backup from Board when student discipline cases referred ➤ More appreciation of the daily staff by the Board/recognition of their hard work ➤ More respect from the Board by acting on input from the teachers</p>			

<ul style="list-style-type: none"> ➤ Lead teacher ➤ Lead team of employees (3 to make decisions when Board is not available) 	<p>School wide 2016-17</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 <input type="checkbox"/> Other Subgroups:</p>	
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Annual update of LEA's goals for 2015-2016 LCAP, Year 2

	<p><u>CONDITIONS OF LEARNING, Goal 1, review of 2015-16</u></p>	<p>Related State and/or Local Priorities:</p> <p>1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
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<p>Goal Applies to:</p>		<p>Schools: ERCS</p>	<p>Applicable Pupil Subgroups:</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>New hires will possess a clear credential or possess a CTC issued permit ERCS will inventory instructional materials annually Monthly facilities inspections will be completed aides will possess AA degree or pass the county approved paraprofessional exam The number of pupil suspensions are reported in the Aeries attendance program, the annual program audit and CARS. The number of pupil expulsions are reported in the Aeries attendance program, the annual program</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>100% of teachers are fully credentialed !00% of aides are qualified according to local assessment Monthly inspections are done Annual inventory of materials to be done June-Sept. 2016 Number of suspensions-0 Number of expulsions-0 Number of parent survey responses completed-60%</p>

audit and CARS. Compute the number of survey responses.			
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
ERCS will utilize online web-sites to advertise posted jobs (Edjoin)	Budgeted Expenditures \$600 2015-16	Edjoin used to advertise	Estimated Actual Annual Expenditures \$600 0079,4035
Director of Student Achievement	\$5,725 2015-16	Salary applied to Dir. St. Ach.	\$5713
Fund a position for Designated Leader or Lead Teacher (or a 4 th aide)	\$9700 2015-16	Not accomplished, no candidates for position	\$0
Have the custodian work for more hours	\$3,551 2015-16	done	\$3700 0000
5-6 th grade teacher salary and benefits	\$61,727 2015-16	Partial year only	\$14,916 0079
Substitute teacher	2015-16	done	\$5,471 0000
Certificated tutor/Independent Study teacher	2015-16	Done	1,470 0079
3 aides for classrooms	\$54,287 2015-16	done	\$54,644 5826 1100 3010
4 th aide	2015-16	Partial year only	Estimated \$3300 0079

<p>Purchase air conditioner, security lighting, new classroom lights under Prop 39 (CA Clean Energy Jobs Act-2013)</p> <p>Wireless Equipment upgrade Wireless equipment</p>	<p>Budgeted Expenditures</p> <p>\$38,000</p> <p>2015-16</p>	<p>Some repairs Wireless upgrade done</p>	<p>\$6,935 0000 6030</p> <p>\$5276-0079 \$360-0000</p>		
<p>Painting and sheetrock</p> <p>New furniture</p>	<p>2015-16</p>	<p>New kidney tables purchased</p>	<p>\$1234 0079</p> <p>\$800 0079</p>		
<p>Scope of service:</p>	<p>School-wide</p>	<p>2015-16</p>	<p>Scope of service:</p>	<p>School-wide</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 were no candidates for the lead teacher position. An onsite committee of the 3 senior employees has been proposed for daily incidents that need immediate decisions and for decisions that are time sensitive when the Board has not met.</p> <p>The parents who have not submitted surveys/questionnaires should be contacted to obtain 100% response rate. Surveys should be solicited in January to allow time to get 100% parent response.</p> <p>The facilities should either be repaired or new modular classrooms purchased.</p>				
	<p><u>PUPIL OUTCOMES, GOAL 2</u></p> <p>CA State Standards will be implemented</p> <p>EL students will gain academic content knowledge and progress toward English</p>			<p>Related State and/or Local Priorities:</p> <p>1__ 2_x 3__ 4_x 5__ 6__ 7_x 8_x COE only: 9__ 10__</p>	

	<p>language proficiency</p> <p>100% of ERCS' student body will be included in any broad course of study (see list above) that is offered for that student's grade level. All students, including numerically significant subgroups, will increase proficiency rates by 5% annually and will progress one grade/skill level</p> <p>ERCS will achieve its annual API growth target, schoolwide and for all numerically significant student subgroups.</p> <p>100% of returning EL students will make progress toward English language proficiency 100% of EL students who are classified advanced on the CELDT will be reclassified as EL proficient All students will become proficient in English, Math, Science, Social Studies. In Visual and Performing Arts, ERCS' goal is for 100% student participation in enrichment activities. In Physical Education and Health instruction, ERCS' goal is for 100% student participation</p>	<p>Local : Specify</p> <hr style="width: 100%;"/>
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Goal Applies to:	Schools: ERCS	Applicable Pupil Subgroups: all
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<p>Expected Annual Measurable Outcomes:</p>	<p>All students, including numerically significant subgroups, will increase proficiency rates by 5% annually and will progress one grade/skill level</p> <p>ERCS will achieve its annual API growth target, schoolwide and for all numerically significant student subgroups. Student performance on statewide assessments, Star Enterprise Reading and Math assessments, benchmark assessments in ELA/Math, student portfolios, report cards Test 95% of targeted students (Title 1 requirement) 100% of returning EL students will make progress toward English language proficiency 100% of EL students who are classified advanced</p>	<p>Actual Annual Measurable Outcomes:</p> <p>2015-16</p>	<p>Caaspp participation rate 15-16 97% ELA, 94% math</p> <p>No API score available of this year. ERCS met AYP on all 3 criteria</p> <p>On the CAASPP, only 4% of our students met or exceeded the state standard in English; only 7% met the standard in math.</p> <p>Local benchmark testing, the Renaissance Learning Star Assessment, is given quarterly. According to these tests, 30% were at or above grade level in ELA, 48% in math in grades 1-6. By including</p>
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	<p>on the CELDT will be reclassified as EL proficient Outcomes will be measured by teacher lesson plans, which include differentiated assignments and accommodation within the current curriculum. Methods of measurement include CAASPP, STAR Enterprise Reading and Math assessments, quarterly benchmark tests and report cards to document progress in core subjects; portfolios record student work and growth.</p>		<p>kindergarten, which did not take the same assessment, 39% were at grade level in ELA, 53% in math.</p> <p>By comparing individual scores on the Star tests, 3rd quarter 2014-15 versus 3rd quarter 2015-16, there is data on the number of students who have made a year's growth even though they were below grade level. 20% made about a year's growth in ELA, 25% in math. Pre and post data was not available for all students.</p> <p>In 2015-16, a total of 59% were at grade level or made a year's growth in ELA, and 78% in math. Our goal was for all of our students to be at grade level or make a year's growth.</p> <p>According to the CELDT tests for English Learners, 44% of returning students made a year's growth. 56% made less progress.</p>
<p>LCAP Year: 2015-16</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	

<p>-ERCS will purchase CA State Standards curricula for all students and reorder consumables annually</p> <p>Purchase ELA Teacher's Edition and workbooks for 2-3rd grade; ELA consumables for other grades</p> <p>CA State Standards materials and supplies</p> <p>ELA online subscriptions</p>	<p>Budgeted Expenditures \$3,500</p> <p>\$500 2015-16</p>	<p>Sports, social studies, art, math Pearsonrealize, Science Studies Weekly TE editions Pearson Cambium Learning</p>	<p>Estimated Actual Annual Expenditures \$1,261-0079</p> <p>\$2075-0079 \$400- microsoft voucher</p>
<p>Professional Development in implementation of California State Standards</p>	<p>Budgeted Expenditures \$1,000 2015-16</p>	<p>Consultant Administrative research</p>	<p>Estimated Actual Annual Expenditures \$1273- 0079,6264 \$660-0079</p>
<p>EL students will be assessed annually and receive 30 minutes of ELA instruction daily. Teachers will implement SDAIE strategies in the classroom</p> <p>CELDT TEST</p> <p>EL curriculum</p>	<p>Budgeted Expenditures</p> <p>\$900</p> <p>\$500 2015-16</p>	<p>Done</p> <p>purchased</p>	<p>Estimated Actual Annual Expenditures</p> <p>\$1050—0079</p> <p>\$137.45--0079</p>
<p>Renaissance Learning Star Assessments</p>	<p>\$2200 2015-16</p>	<p>purchased</p>	<p>\$1,359-0079</p>

Offer the parents an alternative to traditional academic homework so that parents can choose to keep a log of educational activities at home that are related to current curricula. Remove homework from minimum standards for promotion and from report cards	Budgeted Expenditures 2015-16	Option for alternative homework not accomplished	Estimated Actual Annual Expenditures
Offer more rewards and incentives for good behavior and doing academic assignments	Budgeted Expenditures 2015-16	done	Estimated Actual Annual Expenditures
EL students will receive at least 30 minutes of ELA instruction daily. Teachers will implement SDAIE strategies in the classroom	Budgeted Expenditures 2015-16	done	
Replace obsolete computers allowing all students better access to individualized online instruction and resources	\$4,000 2015-16	Chromebooks	\$8,000-0079
Tech support for allowing all students better access to online instruction and resources and more facilitating CAASPP testing	\$4500 2015-16	done	\$8,000-0079
ERCS Board and teachers will review results of Star benchmark tests quarterly, and CAASPP results yearly	Budgeted Expenditures 2015-16	done	

<p>Teachers will implement strategies to accommodate all students in all assignments. Teachers will provide scaffolding for struggling students, and extra tutoring if possible.</p> <p>School performances, class art projects, p.e. games, field trips for enrichment are examples of non-core educational activities.</p> <p>In physical education and health instruction, ERCS' goal is for 100% student participation.</p>	<p>Budgeted Expenditures 2015-16</p>	<p>Safari west trip and acrobat show</p> <p>Palo Sports Equipment</p>	<p>Estimated Actual Annual Expenditures \$2,655-0079</p> <p>\$995-0079</p>
<p>Whole school activities such as yearly Variety Show, decorating local parade floats, science show, winter performance, back to school performance, partner reading among the different classrooms</p> <p>Class switch in which students receive instruction in projects from different teachers</p>	<p>2015-16</p>	<p>Done</p> <p>Not accomplished 2015-16</p>	
<p>ERCS Board and teachers will review results of Star benchmark tests quarterly, and CAASPP results yearly</p>	<p>2015-16</p>	<p>done</p>	
<p>Scope of service:</p> <p><u> </u> x ALL</p>	<p>School-wide</p>	<p>Scope of service:</p> <p><u> </u> x ALL</p>	<p>School-wide</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>Continue with Professional Development to include tech training, and goal setting with the Board, focus on holistic learning, implement Class Switch for the arts one afternoon per week for one hour, write out a plan for using Chromebooks in the curriculum and submit it to the Board, get training for one of ERCS's employees to administer the CELDT test in the fall of 2016.</p>		

<p>Original GOAL from prior year LCAP:</p>	<p>PARENT AND STUDENT ENGAGEMENT, Goal 3 review of 2015-16</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify</p>	
<p>Goal Applies to: Schools: _____ Applicable Pupil Subgroups: _____</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Parent volunteer hours log book reviewed and total volunteer hours tabulated annually for program audit Governing Board meeting agendas and minutes Results of parent survey are compiled for the annual program audit and the SPSA. P1, P2 and Annual Attendance Reports and monthly Aeries attendance reports Teacher daily attendance reports, report card totals of absences</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>22% of students were chronically absent in 2015-16. 35% of students were chronically tardy in 2015-16. In addition, some students are checked out hours early, repeatedly. Average ADA through month 8, 2015-16 is at 90.5% This is 1.5 percentage points lower than 2014-15. Parent hours recorded in the parent book total 786 hours, compared to thousands of hours in previous years. Parents have not been recording their hours. Parents have been observed helping at school, but they have not written their hours in the record book.</p>
<p>LCAP Year: 2015-16</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
<p>Board training</p>	<p>Budgeted Expenditures \$2500</p>	<p>consultant</p>	<p>Estimated Actual Annual Expenditures \$3,040-0079</p>

Whole School Field trips		Budgeted Expenditures	Safari West, Santa Rosa acrobats		Actual Annual Expenditures \$2,655-0079
Notify the Board about chronic absences/tardies		Budgeted Expenditures	Done, Board sent official letters to parents to remind them of attendance policy		Estimated Actual Annual Expenditures
Partner reading among 3 classes		Budgeted Expenditures	Activity begun		Estimated Actual Annual Expenditures
Links with the community		Budgeted Expenditures	Halloween, Christmas caroling in the community, Foster Grandparent Program Science Fair		Estimated Actual Annual Expenditures
Parents and students interview with the teachers and sign contracts		Budgeted Expenditures	Not done		Estimated Actual Annual Expenditures
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Next year, teachers need to schedule fall interviews with parents and students to review expectations and for students and parents to sign contracts about parent hours, attendance and behavior.
 Parent participation needs to improve: ideas include Parent Days, Parent Bring your own Lunch, and Cultural Week. Teachers need to do more frequent attendance incentive/awards with their students.
 Encourage parents to record their parent hours in the parent book.

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	\$120,764 for 2015-16
<p>All expenditures to achieve the goals stated in the 8 priorities will apply to the whole school because it is so small (63 students) and because approximately 91.4% of the students are “unduplicated pupils.” The percent reported here is that of our umbrella district, but at the Eel River Charter School, that percentage of unduplicated students is actually higher, at 96.29%. There are no significant subgroups other than the Free and Reduced Meal Program. All LCFF supplemental and concentration funding is to be spent on:</p> <p>State Standards curriculum, Materials and supplies, EL classroom instruction, small class sizes of 24 or less, Professional Development, aides/teacher salaries, computers, an upgraded wireless service and technological support.</p> <p>All of these items are directly related to student achievement. Funding is applied school wide.</p>	

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.

29.35	%	<p>(2015-16) Is the minimum proportionality percent by which services for unduplicated pupils must be increased or improved. Since 91.64% of our students qualify as unduplicated pupils, there is no separate accounting of LCFF.</p> <p>All expenditures to achieve the goals stated in the 8 priorities will apply to the whole school because it is so small (63 students) and because approximately 91.64% of the students are “unduplicated pupils.” The percent reported here is that of our umbrella district, but at the Eel River Charter School, that percentage of unduplicated students is actually higher, at 95.29%. There are no significant subgroups other than the Free and Reduced Meal Program. All LCFF supplemental and concentration funding is to be spent on:</p> <p>State Standards curriculum, Materials and supplies, EL classroom instruction, small class sizes of 24 or less students Professional Development, aides / teacher salaries, computers, upgraded wireless service, and technological support.</p> <p>All of these items are directly related to student achievement.</p> <p>Funding is applied school-wide. Projected enrollment for 2016-17 is 55, with an ADA of 50.</p>
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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).

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