

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction: Forest Ranch Charter School (FRCS) is located in the Sierra Nevada foothills, 13 miles east of Chico at approximately the 2,200 foot elevation. The school was originally chartered for two years by Chico Unified School District (CUSD) in 2008 and for another five years in 2010. The school is chartered to serve kindergarten through eighth grades, and currently serves 122 students in kindergarten through sixth grades. Of those 122 students, 52 (43%) are low income and 15 (12%) have various disabilities. We currently have no foster youth or English language learners, nor do we project any for 2014-15. For the 2014-15 school year we project an enrollment of 138 with 59 (43%) being low income. Enrollment projections include an expansion to seventh grade.

At Forest Ranch Charter School we believe in Family Centered practices which help build stronger partnerships with families, Positive Behavior Support as a campus-wide approach for creating purposeful procedures and meaningful relationships, and Highly Effective teaching methods to stimulate our student's curiosity and increase their academic success. We believe in educating the "whole" child through a balanced program which provides time for learning, leadership, social action, stewardship, creative expression, friendship and support.

FRCS students are challenged daily to perform their personal best through high expectations, individualized educational goals and low teacher-student ratios. We offer integrated thematic lessons and hands-on learning opportunities. A weekly pull-out GATE program ensures that advanced students are challenged and engaged. An elective rotation including art, drama, music, choir, dance, handwork, gardening and sports helps stimulate interest in life-long learning and self-enrichment.

Values – FRCS pursues excellence in education through adhering to the following values: engaging, secure, community, sustainability and integrity. We strive to provide an engaging (innovative, purposeful, fun) and secure (emotionally and physically) educational program. We intend to do this with an emphasis on community and sustainability (fiscally sound, environmentally responsible, core value retention). We strive to approach these responsibilities with integrity at all times.

Adopted by the Forest Ranch Charter School Governing Board at a regularly scheduled open, public meeting on June 17, 2014.

Accepted by Chico Unified School District on _____ by _____.

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>The process used to engage stakeholders in our LCAP development was to hold a series of meetings with faculty, staff, board members, the Parent Teacher Partnership, community members, and our School Advisory Council.</p> <p>We began by giving an overview of LCFF and LCAP to our School Advisory Council on 1/17/2014. The School Advisory Council is comprised of the school's Director and several interested parents. We continued with an overview to the Board of Directors on March 25, 2014. Several board members followed up by attending various trainings and seminars in the area discussing LCAP best practices.</p> <p>Faculty meetings held on 4/7, 4/10, 4/15, 4/18, and 4/22; all addressed various State Priority areas. The initial faculty meeting held on 4/7 was a larger meeting which included Parent Teacher Partnership members and staff.</p> <p>Families and students were further brought into the process during a Town Hall meeting on 4/16 and a combined School Advisory Council / Board of Directors meeting on 4/17. A special meeting for student input was held during the school day on 5/15. A family survey with questions directly targeted toward LCAP concerns went home in March. We had a 57% response rate to the Family Survey.</p> <p>The draft LCAP was presented to the Board of Directors at an open, public meeting on 5/20/2014. The final version was presented to the Board of Directors at an open, public meeting on 6/17/2014.</p>	<p>As a charter school located in a small, rural community, FRCS has historically been responsive to the needs and concerns of its families and the wider community of Forest Ranch. One of the very pleasant results of our LCAP meetings was to reconnect with stakeholders in meaningful discussion of past, current, and future goals.</p> <p>As discussions with various groups progressed it became obvious that two concerns stood out overall – implementation of common core with the intent to improve the academic success of all students and improving school climate and student behaviors to support academic success as well as student social development. These items became our LCAP goals #1 and #2.</p> <p>Other ideas expressed during meetings (items not included in our current LCAP goals will be discussed again next year for possible inclusion at that time):</p> <ul style="list-style-type: none"> More stability in intervention staffing Regular community volunteers/increased parent involvement Attendance incentives/parent education on consequences of poor attendance Running track/grass on big field Increased internet speed Separate outdoor space for junior high students Referral tracking/PBS implementation/standardized consequences for bad behavior during special classes and field trips Training for CCSS and technology for faculty Improve family survey/improve volunteer recognition/improve social media Paid IT support personnel Tablets for lower grades More opportunities for accelerated learners

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: Improve student achievement</p> <p>Metric: State of California assessments, Scantron Ed Performance testing results, attendance data including chronic absenteeism rates, School Accountability Report Card, parent involvement surveys and sign-in sheets</p>	Goal #1: Increase overall student achievement in core academic areas	All students including low income, foster youth, English learners and students with disabilities	All (single-school district)		<p>Assess stability and sufficiency of 3Mbps internet services</p> <p>Establish baseline results on State assessments and new Common Core aligned Scantron Ed Performance assessment</p> <p>Increase ADA at P-2 to 95.20</p> <p>Establish baseline measures for parental involvement</p>	<p>Increase bandwidth and internet speed by 100%</p> <p>1% growth school wide on State Assessments and Scantron Ed Performance assessment</p> <p>Increase ADA at P-2 to 95.30</p> <p>5% growth in parental involvement</p>	<p>Maintain bandwidth increase</p> <p>Additional 1% growth school wide on State Assessments and Scantron Ed Performance assessment</p> <p>Increase ADA at P-2 to 95.40</p> <p>Additional 5% growth in parental involvement</p>	<p>Priority 1 Basic</p> <p>Priority 2 Implementation of State Standards</p> <p>Priority 3 Parental Involvement</p> <p>Priority 4 Pupil Achievement</p> <p>Priority 5 Pupil Engagement</p> <p>Priority 8 Other Pupil Outcomes</p>

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: Improve student behavior</p> <p>Metric: numbers of referrals, incident reports, suspension and expulsion data, LifeSkill grades, family surveys, faculty/staff Positive Behavior Support program Implementation rates, School Accountability Report Card measures</p>	Goal #2: Increase efficiency and effectiveness of campus-wide Positive Behavior Support program to provide a safe, caring environment for all learners	All students including low income, foster youth, English learners, and students with disabilities	All (single-school district)		<p>Establish baseline in referral and incident tracking system, LifeSkill grading system, faculty/staff PBS implementation, and family survey results</p> <p>Reduce suspension rate to less than 3%</p> <p>Retain expulsion rate at or near 0%</p>	<p>Decrease negative behaviors by 5%</p> <p>Increase positive behavior skill usage to 80% across campus</p> <p>Maintain suspension rate below 3%</p> <p>Retain expulsion rate at or near 0%</p>	<p>Further decrease negative behaviors by another 5%</p> <p>Increase positive behavior skill usage to 90% across campus</p> <p>Maintain suspension rate below 3%</p> <p>Retain expulsion rate at or near 0%</p>	<p>Priority 1 Basic</p> <p>Priority 3 Parental Involvement</p> <p>Priority 6 School Climate</p> <p>Priority 8 Other Pupil Outcomes</p>
	No goal is identified in this area. We are a K-8 school without a rotating schedule for different courses							Priority 7 Course Access

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
Goal #1: Increase overall student achievement in core academic areas	Priority 1 Basic	Increase classroom bandwidth to ensure online learning and testing availability	School-Wide and LEA-Wide (single-school charter district)		Assess viability of current 3Mbps internet speed	Increase internet speed to 6Mbps \$4,200 (REAP)	Retain internet speed at 6Mbps \$4,200 (REAP)
	Priority 2 Implementation of State Standards	Design and implement CCSS-aligned assessments, kid-friendly standards, curriculum, and report cards	School-Wide and LEA-Wide (single-school charter district)		CCSS math/science implementation \$3,000 (GF)	CCSS ELA implementation \$1,500 (GF)	
	Priority 3 Parental Involvement	Increase parent education attendance and opportunities	School-Wide and LEA-Wide (single-school charter district)		Ongoing PD \$3,000 (LCFF S&C)	Ongoing PD \$3,000 (LCFF S&C)	Ongoing PD \$3,000 (LCFF S&C)
	Priority 4 Pupil Achievement	Develop effective Response-to-Intervention program / Improve after school Homework Club	School-Wide and LEA-Wide (single-school charter district)		Establish baseline participation rates	Increase by 5%	Increase by 5%
	Priority 5 Pupil Engagement	Increase attendance through increased parent education and student rewards	School-Wide and LEA-Wide (single-school charter district)		SchoolWise Parent Portal \$400 (LCFF S&C)	SchoolWise Parent Portal \$400 (LCFF S&C)	SchoolWise Parent Portal \$400 (LCFF S&C)
					Intervention Coordinator \$6,480 (LCFF S&C)	Intervention Coordinator \$6,480 (LCFF S&C)	Intervention Coordinator \$6,480 (LCFF S&C)
					Intervention Aides \$5,994 (LCFF S&C)	Intervention Aides \$5,994 (LCFF S&C)	Intervention Aides \$5,994 (LCFF S&C)
					Homework Club \$1,296 (LCFF S&C)	Homework Club \$1,296 (LCFF S&C)	Homework Club \$1,296 (LCFF S&C)
					Minimal reward costs (unrestricted lottery)	Minimal reward costs (unrestricted lottery)	Minimal reward costs (unrestricted lottery)

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	
Goal #2: Increase efficiency and effectiveness of campus-wide Positive Behavior Support (PBS) program to provide a safe, caring environment for all learners	Priority 1 Basic	Provide physically safe environment /facilities inspections and custodial staffing	School-Wide and LEA-Wide (single-school charter district)		Use facilities inspections to identify needs	Use facilities inspections to identify needs	Use facilities inspections to identify needs	
	Priority 3 Parental Involvement	Increase educational opportunities for parents regarding use of PBS system	School-Wide and LEA-Wide (single-school charter district)		Formalize parent communication tool for behavior reporting/plans (no costs)	Assess effectiveness, reformat as needed	Assess effectiveness, reformat as needed	
	Priority 6 School Climate	Faculty/staff training on usage of PBS	Implement computerized referral tracking system		School-Wide and LEA-Wide (single-school charter district)	Create informational packets and schedule parent PBS info nights (no cost)	Assess effectiveness, reformat as needed	Assess effectiveness, reformat as needed
						Hold in-house PBS trainings during school year (no cost)	Hold in-house PBS trainings during school year (no cost)	Hold in-house PBS trainings during school year (no cost)
Priority 8 Other Pupil Outcomes	Develop rewards/recognition system based on Lifeskills program	School-Wide and LEA-Wide (single-school charter district)	Utilize SIS for referral tracking (no cost)	Utilize SIS for referral tracking (no cost)	Utilize SIS for referral tracking (no cost)	Assess effectiveness of committee actions; reevaluate		

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
Goal #1: Increase overall student achievement in core academic areas	Priority 2 Implementation of State Standards Priority 3 Parental Involvement	For low income pupils: we will design and implement CCSS-aligned assessments, kid-friendly standards, curriculum, and report cards	Because we are a small charter school this will be a school-wide service with a focus on low income pupils		Ongoing PD \$3,000 (LCFF S&C)	Ongoing PD \$3,000 (LCFF S&C)	Ongoing PD \$3,000 (LCFF S&C)
		Implement a Parent Portal for ease of access to grades and missing assignments	Because we are a small charter school this will be a school-wide service with a focus on low income pupils		SchoolWise Parent Portal \$400 (LCFF S&C)	SchoolWise Parent Portal \$400 (LCFF S&C)	SchoolWise Parent Portal \$400 (LCFF S&C)
		For low income pupils: we will create clear parent-teacher goals to ensure parents feel they are a valued partner in the education of their child			In-house teacher training on effective communication and interpersonal relationships (no cost)	In-house teacher training on effective communication and interpersonal relationships (no cost)	In-house teacher training on effective communication and interpersonal relationships (no cost)

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
	Priority 4 Pupil Achievement	For low income pupils: we will develop and effective Response-to-Intervention program and expand after school Homework Club	Because we are a small charter school this will be a school-wide service with a focus on low income pupils		Intervention Coordinator \$6,480 (LCFF S&C)	Intervention Coordinator \$6,480 (LCFF S&C)	Intervention Coordinator \$6,480 (LCFF S&C)
	Priority 5 Pupil Engagement	For low income pupils: we will support families with transportation challenges and unstable home situations to maximize attendance thereby increasing student achievement	Because we are a small charter school this will be a school-wide service with a focus on low income pupils		Intervention Aides \$5,994 (LCFF S&C)	Intervention Aides \$5,994 (LCFF S&C)	Intervention Aides \$5,994 (LCFF S&C)
		Homework Club \$1,296 (LCFF S&C)			Homework Club \$1,296 (LCFF S&C)	Homework Club \$1,296 (LCFF S&C)	Homework Club \$1,296 (LCFF S&C)
		Implement sliding scale for families enrolled in our fee-based after school care programs (Explorer's Club and Sport's Club) (revenue loss)			Implement sliding scale for families enrolled in our fee-based after school care programs (Explorer's Club and Sport's Club) (revenue loss)	Implement sliding scale for families enrolled in our fee-based after school care programs (Explorer's Club and Sport's Club) (revenue loss)	Implement sliding scale for families enrolled in our fee-based after school care programs (Explorer's Club and Sport's Club) (revenue loss)
		For English learners: There are currently no EL students enrolled at FRCS	This is not a numerically significant subgroup				
		For foster youth: There is currently no foster youth enrolled at FRCS	This is not a numerically significant subgroup				
		For redesignated fluent English proficient pupils: There are currently no redesignated EL students enrolled at FRCS	This is not a numerically significant subgroup				

- 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.)

For the 2014-15 school year, FRCS projects an enrollment of 138 students, 59 of which will be low income, resulting in an unduplicated pupil percentage of 43%. We do not project any foster youth or English learner enrollment for 2014-15. Using the calculator provided by FCMAT and this enrollment information we estimate the additional Supplement and Concentration Grant funding for 2014-15 to be \$5,938.

Additional Supplement and Concentration Grant spending for the 2014-15 school year is projected to exceed the increased funding. Anticipated additional spending is \$17,170. A description of this spending is as follows:

\$6,480 in salaries to an intervention coordinator. Intervention coordinator efforts will result in a reduction of the achievement gap between all students and students of low income, foster youth, students with disabilities, and English learners.

\$5,994 for salaries for both push-in and pull-out intervention aides. Intervention aide efforts will result in a reduction of the achievement gap between all students and students of low income, foster youth, students with disabilities, and English learners.

\$1,296 to fund an after school Homework Club. Homework Club will be held two days per week during the school year and will be free to all students. Homework Club efforts will result in a reduction of the achievement gap between all students and students of low income, foster youth, students with disabilities, and English learners.

\$3,000 for CCSS-aligned trainings for faculty.

\$400 for a Parent Portal module giving access to our Teacher GradeBook section of our Student Information System to families with internet access.

100% of the additional Supplement and Concentration Grant spending will support our goals of increasing overall student achievement in core academic areas and creating a positive, safe learning environment for all students.

- 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.

FRCS's proportionality percentage of 8.28% results in a 2014-15 school year estimated Supplemental and Concentration Grant funding amount of \$67,924, of which \$5,938 is additional. FRCS is a small, single-site charter school with 43% low income students and no other significant subgroups. So as not to obviously single out low income students, all Supplemental and Concentration Grant funding will be used to implement increased or improved services on a school-wide basis. Planned use of the increased funds is described above in Section C.

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.