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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community

organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Overview: The governance structure of SBCS engages stakeholders in every area of the school’s operations. The administrative structure includes a Director of Education, Director of Operations, Chief Financial Officer, and the Head Teacher, all of whom have input into educational, financial, and legal decisions as is appropriate. The Circle of Trustees (CoT) is the SBCS Board, and has final authority over legal, fiscal, and personnel issues. The CoT consists of parent, teacher, and administrative representatives. Parent Alliance (PA) is comprised of all parents/guardians currently enrolled in the school and provides an additional venue for parent input. PA focuses on community building and parent education. PA has liaisons with CoT and Teachers Council (TC). Teachers Council is comprised of all full and part-time teachers, and is responsible for decisions related to education, curriculum, and classrooms. Input and feedback from the entire school community is solicited through ParentSquare on a weekly basis. When possible, student opinions are solicited and included in decision-making.</p> <p>Engaging and involving stakeholders:</p>	<p><i>The LCAP advisory group works in conjunction with other advisory groups, and synthesized the input from all stakeholders, to include eight major goal areas over the next three years:</i></p> <ol style="list-style-type: none"> 1. Establish a baseline for academic performance based on past STAR scores, measures of individual student growth (based on statistical analysis by Dr. Cathy Weinberger), and new CCSS standards. This baseline will ultimately be converted into an equivalent baseline as established by Smarter Balanced. 2. Improve demographic balance based on standards set in SBCS Charter 2014. 3. Continue implementing CCSS as described in Plan

<p>Stakeholders have been engaged in a variety of ways, including through meetings, surveys, direct communication, newsletters, and one-on-one or small group conversations.</p> <p>Ongoing stakeholder engagement:</p> <ul style="list-style-type: none"> • ParentSquare • Open Circle of Trustee Meetings • Parent Alliance • Teachers Council • Community Meetings • Budget and Parent Satisfaction Surveys (annual) • Student Survey (to be designed and implemented in 2015-16) 	<p>for Implementing CCSS and Plan for Professional Development (also in Charter).</p> <ol style="list-style-type: none"> 4. Continue building school connectedness and sense of community through ongoing training for students, staff, and parents in communication, problem solving, conflict resolution, and Peacemakers, as measured by student survey, parent survey, social groups, and counseling personnel. 5. Revise field trip policies and procedures to facilitate optimum educational value, community building, and maximum student participation. 6. Maintain student engagement as measured by attendance, suspension/expulsion data, student survey, and parent survey. 7. Develop an after school tutorial and enrichment program for unduplicated students (ELL, foster children, and students on free or reduced lunch) to improve student engagement and student performance. 8. Analyze facility, instructional materials, technology, and support services to develop a prioritized and sequenced plan to provide students, faculty, and staff with resources they need for 21st century success.
<p>Annual Update: Parents: Parents serve on the boards of CoT and PA as mentioned above. SBCS has a welcoming environment for families. Our school has an open-door policy, and parents are encouraged to help in the classrooms, on the playground, and</p>	<p>Annual Update:</p> <ol style="list-style-type: none"> 1. This year was the starting point for Smarter Balanced Testing for students in grades 3-8. We will see the test results this summer and set goals

<p>communicate with school leaders. Parent input is welcomed, and parent education opportunities are provided throughout the year. Three community meetings were scheduled this year, with free childcare provided. Parent meeting topics included: “The State of the School” on 11-6-14, Math Education with Bill Jacob on 2-5-15, and How Parents can Have a Strength-Based Talent Focus with Multiple Intelligence expert Susan Baum on 4-20-15. In the HomeBased Partnership, additional parent meetings were offered: on 9-23-14 the meeting was about HBP functioning and conflict resolution, and on 1-21-15 there was a guest speaker who showed parents free educational apps for kids. Monthly teas for parents of homeschoolers are also offered. Additionally, parents were surveyed about their budgeting priorities in January 2015, with more than 94 (65 CB and 31HBP) families responding. Paper surveys were available for parents who were not able to complete the survey electronically. The information from the parent budget survey went directly to teachers and the Budget Advisory Group for inclusion. HomeBased parents were also surveyed in January about volunteering, improving the program, and general feedback, thoughts, and questions. In May of 2015, classroom-based parents were sent a “Parent Satisfaction Survey” about the families’ experiences with school climate, student progress, staff responsiveness, and overall satisfaction. Weekly newsletters on topics of importance for parents, such as child development, conflict resolution, culturally responsive teaching, and more are sent to parents from the classroom teachers as well as the Director of Education. Input from these activities informed the LCAP drafting process.</p> <p>All parents were invited to attend a community forum on the draft LCAP at the CoT meeting on May 20, 2015. Parents of unduplicated students were individually invited to attend with hardcopy letters. Parents were invited to make appointments with the administrators in case they wished to share their perspective and were unable to attend the meetings.</p> <p>Parents of Unduplicated Students: Same as above. Additionally, parents of unduplicated students were contacted in August of 2014 to determine their interest in our after school enrichment and tutoring programs. The Director of Education or the HBP Head Teacher emailed and phoned each parent, and received feedback. During the school year, both parents and students were surveyed about the strengths and weaknesses of the after school enrichment program, and the program was modified as a result of this feedback. At the end of the year, parents</p>	<p>for the coming year from these student scores. This baseline will eventually be converted into pupil performance goals for the coming years.</p> <ol style="list-style-type: none"> 2. We are working toward meeting the goals for demographic balance, which were set in the 2014 SBCS Charter. Our demographics have improved slightly, and we met many of our outreach targets this year. 3. Much of the CCSS and Professional Development Plans have been implemented. Plans for implementation and meeting future goals have been established. 4. Building school connectedness and a sense of community is ongoing. Training and learning opportunities are given to students, parents, and staff. Parent and staff survey information is gathered and examined by stakeholders. 5. Field trip procedures for parent chaperones for overnight trips have been systematized, and a process for tracking the data of parent chaperones has been implemented, grades 4-8. Policies will be reviewed in the coming year. Parent input on field trips is solicited during fall class meetings. 6. Student engagement is monitored through the attendance and suspension data, as well as survey data. 7. The after school enrichment programs were very
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<p>and students were surveyed again.</p> <p>Teachers and staff: Weekly Teachers Council meetings allow for teachers to directly discuss implementation of the vision and mission of the school. Teachers have been working diligently to meet and implement the components of the Diversity Plan, CCSS Implementation Plan, and Professional Development plan as articulated in the SBCS Charter. Teachers have a direct impact on most of the decisions made at the school, and directly impact the decisions about the educational processes at the school. Throughout the year, acting as a Professional Learning Community, Teachers Council examined student learning and made changes to the curriculum as needed. Direct feedback to elements of the LCAP occurred from January to May.</p> <p>Pupils: Students at SBCS have a voice in their classrooms, with their education, and also with the administration. This year students in grades 4-6 presented a petition about yard games and rules to Teachers Council, asking for changes. Plans are underway to form a Student Government system for the coming fall. Students will give input to this process, as well. Teachers Council meetings in May were focused on meeting the needs of unduplicated students.</p> <p>Community: Beyond our school, we have regularly invited the community to work with us, such as having UCSB researchers in the classrooms, community presenters, field trips to local sites, Grandparents Day, and much more. We have a SBUSD board liaison, who attends our CoT meetings, and the DoE and DO have met with the Assistant Superintendent at least five times this year to discuss the school and current events. Community support personnel, such as advocates from CALM or counselors from Family Services Agency work with our students. A SBCS teacher serves on the District Wellness Council.</p>	<p>popular and well-attended. Student engagement improved and some student performance, such as the completion rate of homework assignments, also improved. In-school tutoring support was valued by the parents and teachers.</p> <p>8. Materials for CCSS implementation were analyzed. Teachers prioritized the acquisition of instructional materials, technology, and support services, and made decisions for next steps. We piloted a Response to Intervention (RTI) program with strong preliminary results.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in

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the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL 1:	Basic:	⋮	Related State and/or Local Priorities:
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- A. 100% of teachers are appropriately credentialed and assigned.
- B. All pupils have materials aligned to the state adopted standards.
- C. School facilities are maintained in good repair.

1 2 3 4 5 6 7 8
 COE only: 9 10

Local : Specify _____

Identified Need:	A. Teachers are credentialed and assigned appropriately. B. Pupils have access to materials aligned to the state adopted standards. C. School facilities are maintained in good repair.		
Goal Applies to:	Schools: SBCS	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	A. 100% of teachers are appropriately credentialed and assigned. B. All pupils have materials aligned to the state adopted standards in math, ELA, and science. C. Hire additional staff as needed.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal A: 1. Candidates will meet credentialing minimum requirements. 2. Continue peer evaluation model of Collegial Coaching.	All	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Teacher release time ½ day per FTE \$800
Goal B: 1. Review instructional materials to align with state adopted standards. 2. Review instructional materials to align with state adopted standards in science for NGSS. 3. Purchase additional instructional materials to align with state adopted standards in science. 4. Annual Williams Act audit.	All	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	CCSS aligned materials. \$7,000 Materials for NGSS. \$3,000
Goal C: 1. Maintain and repair facilities, as needed.	All	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$5650

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	A. 100% of teachers are appropriately credentialed and assigned. B. All pupils in K-8 have materials aligned to the state adopted standards in math, ELA, science, and social science. C. Hire additional staff as needed.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal A: 1. Candidates will meet credentialing minimum requirements. 2. Continue peer evaluation model of Collegial Coaching.	All	<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Teacher release time ½ day per FTE \$800
Goal B: 1. Review instructional materials to align with CCSS. 2. If state adopts standards in social science, begin alignment of current instructional materials to social science standards. 3. Purchase materials aligned to social science standards. 4. Purchase additional materials in ELA, math, and science.	All	<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Goal C: 1. Maintain and repair facilities, as needed.	All	<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	A. 100% of teachers are appropriately credentialed and assigned. B. All pupils in K-8 have materials aligned to the state adopted standards in math, ELA, science, and social science. C. Hire additional staff as needed.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal A:	All	<input checked="" type="checkbox"/> ALL	

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<p>1. Candidates will meet credentialing minimum requirements. 2. Continue peer evaluation model of Collegial Coaching.</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>Goal B: 1. Review instructional materials to align with CCSS. 2. Purchase additional materials in ELA, math, and social science and science.</p>	All	<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>Goal C: 1. Maintain and repair facilities, as needed.</p>	All	<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>	

GOAL 2:	Relevance: Instruction and curriculum is aligned to the state adopted standards.		Related State and/or Local Priorities: 1__ 2__ <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need:	Based on SBCS Charter and its Addendums: implement the CCSS plan and Scope and Sequence for math, ELA, science, and social studies.			
Goal Applies to:	Schools:	SBCS		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	A. By the end of 2015-16 all students will have materials aligned to the state adopted standards in ELA, math, and science.			
	Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
<p>Goal A:</p> <ol style="list-style-type: none"> Continue ongoing professional development as outlined in the SBCS Charter addendum: Plan for Professional Development, in order to fully implement the CCSS and to increase cultural proficiency. Additional iPad purchase to support classroom implementation of state adopted standards. Teacher release time for observation in other classrooms related to CCSS instruction. All IEP goals, as appropriate, are aligned with state adopted standards. Examine narrative evaluations of students, and analyze how they articulate a student's progress toward proficiency in grade-level standards. Continue to build capacity for cultural proficiency of staff. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Professional Development \$17,800</p> <p>iPad purchasing \$10,000 budgeted iPads \$30,000 from fundraising</p> <p>Teacher release time to observe: ½ day per FTE \$700</p>
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Further adjust instructional materials to ensure students in grades K-8 have materials aligned to the state adopted standards in ELA, math, social science, and science.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal A:</p> <ol style="list-style-type: none"> Continue ongoing professional development as outlined in the SBCS Charter: Plan for Professional Development, in order to fully implement the CCSS and to increase cultural proficiency. Additional iPad or technology purchase to support classroom implementation of state adopted standards. Teacher release time for observation in other classrooms related to CCSS instruction. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

- 4. All IEP goals, as appropriate, are aligned with state adopted standards.
- 5. Revisit strengths and weaknesses of narrative evaluation process.
- 6. Continue to build capacity for cultural proficiency of staff.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Adjust instructional materials to further ensure students in grades K-8 have materials aligned to the state adopted standards in ELA, math, social science, and science.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal A:</p> <ul style="list-style-type: none"> 1. Continue ongoing professional development as outlined in the SBCS Charter: Plan for Professional Development, in order to fully implement the CCSS and to increase cultural proficiency. 2. Additional iPad or technology purchase to support classroom implementation of state adopted standards. 3. Continue teacher release time for observation in other classrooms related to CCSS instruction. 4. All IEP goals, as appropriate, are aligned with state adopted standards. 5. Revisit narrative evaluation process. 6. Continue to build capacity for cultural proficiency of staff. 	<p>SBCS</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> <hr/>	

GOAL 3:

Rigor: All pupils are at grade level, or above.

Related State and/or Local Priorities:
 1 x 2 X 3 4 X 5 x 6 7 x
 8

Identified Need:	All students in grades K-8 are at grade level, or above, within three years of starting school at SBCS.		
Goal Applies to:	Schools: SBCS		
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<p>A. There will be a 3% point increase in K-8 pupils performing at or above grade level, for students who entered the school three years ago.</p> <p>B. At the end of each year, at least 40% of all EL students will demonstrate at least one year’s growth in English Language acquisition.</p> <p>C. Twenty percent of the English Language Learners will be reclassified as RFEP by the end of 2015-16. Within five years of entering SBCS, EL students will test as RFEP.</p> <p>D. Individual students will demonstrate growth over time as measured by the Smarter Balanced assessment, formative assessment, and teacher observation. Study of Growth Over time by statistician or educational economist.</p> <p>E. Student homework completion rate will increase by at least 10%.</p> <p>F. Students will participate in visual and performing arts programs.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal A:</p> <ol style="list-style-type: none"> All teachers will deliver instruction aligned to state adopted standards in ELA and math. All teachers and DoE will use a PLC process to monitor the academic, social, and emotional progress of all pupils and provide support to ensure grade-level mastery in ELA and math. Teachers and DoE use the PLC process to improve pupil achievement. Implement and evaluate the SBCS Professional Development plan. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Goals B and C:</p> <ol style="list-style-type: none"> Language development will be integrated into all instruction in all content areas including math, ELA, science, and social studies. Staff is provided professional development in 	All	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	In-class tutoring for unduplicated students \$6,720

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<p>progress-monitoring strategies for EL students. 3. EL Students will receive push-in support in their classrooms.</p>		<p><u> </u> Other Subgroups:(Specify) _____</p>	
<p>Goal D and E: 1. Students not performing at or above grade level receive additional academic support including, but not limited to: RTI, in-school tutoring, homework and enrichment support. 2. Unduplicated students will have priority access to free afterschool homework help and tutoring.</p>		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>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>Unduplicated after school tutoring staff \$5,000 RTI teacher for unduplicated \$10,660 Specialists for unduplicated students \$8000</p>
<p>Goal F: 1. Students will participate in two or more “electives” in visual and/or performing arts. 2. Unduplicated students will have priority access and enrollment to free afterschool art classes.</p>		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>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>Art specialists \$27,000 Unduplicated after school enrichment class staff \$5,000 Unduplicated afterschool supplies \$4,800</p>
<p>LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>A. A 3% point increase in K-8 pupils performing at or above grade level, for students who entered the school three years ago. B. At the end of each year, at least 40% of all EL students will demonstrate at least one year’s growth in English Language acquisition. C. Twenty percent of the English Language Learners will be reclassified as RFEP by the end of 2016-17. D. Individual students will demonstrate growth over time as measured by the Smarter Balanced assessment, formative assessment, and teacher observation. Study of Growth Over time by statistician or educational economist. E. Student homework completion rate will increase by at least 10%.</p>		

F. Students will participate in visual and performing arts programs.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal A:</p> <ol style="list-style-type: none"> All teachers continue to deliver instruction aligned to state adopted standards in ELA and math, science, and social science. Evaluate the academic, social, and emotional progress of all pupils and provide support to ensure grade-level mastery in ELA and math, and make adjustments. Teachers and DoE use the PLC process to improve pupil achievement, and make adjustments. Implement and evaluate the SBCS Professional Development plan, and make adjustments. 	All	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Instructional supplies unduplicated students \$16,413
<p>Goal B and C:</p> <ol style="list-style-type: none"> Language development will be integrated into all instruction in all content areas including math, ELA, science, and social studies. Teachers will implement progress-monitoring strategies with EL students. EL Students will receive push-in support in their classrooms. 	All	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>Goal D and E:</p> <ol style="list-style-type: none"> Students not performing at or above grade level receive additional academic support including, but not limited to: RTI, in-school tutoring, homework and enrichment support. Unduplicated students will have priority access to free afterschool homework help and tutoring. 	All	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>Goal F:</p> <ol style="list-style-type: none"> Students will participate in two or more electives in visual and/or performing arts. Unduplicated students will have priority access to 	All	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

free afterschool art classes.		__Other Subgroups:(Specify)_____	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<p>A. A 3% point increase in K-8 pupils performing at or above grade level, for students who entered the school three years ago.</p> <p>B. At the end of each year, at least 40% of all EL students will demonstrate at least one year’s growth in English Language acquisition.</p> <p>C. Twenty percent of the English Language Learners will be reclassified as RFEP by the end of 2017-18.</p> <p>D. Individual students will demonstrate growth over time as measured by the Smarter Balanced assessment, formative assessment, and teacher observation. Study of Growth Over time by statistician or educational economist.</p> <p>E. Student homework completion rate will increase by at least 10%.</p> <p>F. Students will participate in visual and performing arts programs.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal A:</p> <ol style="list-style-type: none"> All teachers continue to deliver instruction aligned to state adopted standards in all subjects. Continue to evaluate the academic, social, and emotional progress of all pupils and provide support. Teachers and DoE use the PLC process to improve pupil achievement, and make adjustments. Implement and evaluate the SBCS Professional Development plan, and modify as needed. 	SBCS	<p><u> X </u> ALL</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient</p> <p>__Other Subgroups: (Specify)_____</p>	
<p>Goal B and C:</p> <ol style="list-style-type: none"> Teachers and DoE use the PLC process to improve pupil achievement, and make adjustments. Evaluate programs and determine next course of action. 	SBCS	<p>__ ALL</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient</p> <p>__Other Subgroups: (Specify)_____</p>	
<p>Goal D and E:</p> <ol style="list-style-type: none"> Students not performing at or above grade level receive additional academic support including, but not limited to: RTI, in-school tutoring, homework and enrichment support. Program will be revised as needed. 	SBCS	<p><u> x </u> ALL</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient</p> <p>__Other Subgroups: (Specify)_____</p>	

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<p>2. Unduplicated students will have priority access to free afterschool homework help and tutoring. Program will be revised as needed.</p>			
<p>Goal F: 1. Students will participate in two or more electives in visual and/or performing arts. 2. Unduplicated students will have priority access to free afterschool art classes. Program will be revised as needed.</p>	<p>SBCS</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>GOAL 4:</p>	<p>Relationships: Build and maintain school connectedness and a sense of community among staff, students, and parents.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6_x 7__ 8_x COE only: 9__ 10__ Local : Specify _____</p>	
<p>Identified Need:</p>	<p>A. Build and maintain school connectedness and a sense of community through ongoing trainings for students, staff, and parents in communication, problem solving, and conflict resolution. Continue to build culturally responsive practices among the staff. B. Increase participation rates of families of unduplicated students in school events</p>			
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>SBCS</p>		
	<p>Applicable Pupil Subgroups:</p>	<p>all</p>		
<p>LCAP Year 1: 2015-16</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>A. Teachers continue to implement the Conflict Resolution policy and provide instruction in communication, conflict resolution, and problem solving. Family satisfaction survey will give feedback about the families’ experiences with school climate, student progress, staff responsiveness, and overall satisfaction. B. Participation rates of families of unduplicated students in school events will be monitored. C. The number of suspensions will remain between 0 and 10 for the year. D. There will continue to be no expulsions.</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>Goal A:</p>	<p>SBCS</p>	<p><input checked="" type="checkbox"/> ALL</p>		<p>Building</p>

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<ol style="list-style-type: none"> 1. Teachers continue to implement the Conflict Resolution policy and provide instruction in communication, conflict resolution, and problem solving to students. 2. Baseline data from the Family Satisfaction survey will be gathered and analyzed for trends. 3. Teachers will continue training to build culturally responsive practices among the staff. 4. Teaching assistants will receive training in communication, conflict resolution and problem solving by the Director of Education and in the classrooms, "on-the-job." 5. Student peacemakers will help resolve conflicts on the playground. 		<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>cultural proficiency of all staff \$2,000 Teaching assistant training \$720</p>
<p>Goal B: 1. Participation rates of families of unduplicated students in school events will be monitored, to establish a baseline.</p>	SBCS	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Goal C and D: 1. The number of suspensions will remain between 0 and 10 for the year. 2. There will continue to be no expulsions.</p>	SBCS	<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>	
LCAP Year 2: 2016-17			
<p>Expected Annual Measurable Outcomes:</p>	<p>A. Teachers, parents, students, and teacher assistants will receive additional training in communication, conflict resolution, and problem solving. 100% of teachers and teacher aides will participate in at least one training. Family Satisfaction data will be gathered through a survey and compared to the previous year. B. Participation rates of families of unduplicated students in school events will increase by 10% from baseline. C. The number of suspensions will remain between 0 and 10 for the year. D. There will continue to be no expulsions.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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<p>Goal A:</p> <ol style="list-style-type: none"> 1. Teachers continue to implement the Conflict Resolution policy and provide instruction in communication, conflict resolution, and problem solving to students. 2. Data from the Family Satisfaction survey will be analyzed for trends and compared to the previous year. 3. Staff will continue training to build culturally responsive practices among the students, staff and families. 4. Teaching assistants, parents, and students will receive training in communication, conflict resolution and problem solving by the Director of Education and in the classrooms, while on-the-job. 5. Student peacemakers will help resolve conflicts on the playground. 	<p>SBCS</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Goal B:</p> <ol style="list-style-type: none"> 1. Participation rates of families of unduplicated students in school events will increase by 10% from baseline. 	<p>SBCS</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Goal C and D:</p> <ol style="list-style-type: none"> 1. The number of suspensions will remain between 0 and 10 for the year. 2. There will continue to be no expulsions. 	<p>SBCS</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>LCAP Year 3: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>A. Teachers, parents, students, and teacher assistants will receive additional training in communication, conflict resolution, and problem solving. 100% of teachers and teacher aides will participate in at least one training. Family Satisfaction data will be gathered through a survey. Teachers will build culturally responsive practices among the staff, students, and families.</p> <p>B. Participation rates of families of unduplicated students in school events will increase by additional 10% from baseline.</p> <p>C. The number of suspensions will remain between 0 and 10 for the year.</p>		

D. There will continue to be no expulsions.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal A:</p> <ol style="list-style-type: none"> Teachers continue to implement the Conflict Resolution policy and provide instruction in communication, conflict resolution, and problem solving to students. Family Satisfaction data will be used. Staff will continue building culturally responsive practices among the community. Teaching assistants, parents, and students will receive training in communication, conflict resolution and problem solving by the Director of Education and in the classrooms, while on-the-job. Student peacemakers will help resolve conflicts on the playground. 	SBCS	<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>Goal B:</p> <ol style="list-style-type: none"> Participation rates of families of unduplicated students in school events will increase an additional 10% from baseline. 	SBCS	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
<p>Goal C and D:</p> <ol style="list-style-type: none"> The number of suspensions will remain between 0 and 10 for the year. There will continue to be no expulsions. 	SBCS	<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) _____ -----	

GOAL 5:	Equity: Continue to engage students and families in the creation and establishment of a strong and balanced school climate.		Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need:	1. Strategies and efforts to improve the demographic balance will be implemented, as described in the SBCS Charter and its Addendum: Diversity Plan. 2. Update field trip policies and procedures to facilitate maximum educational value, community building, and maximum student participation. 3. Parents and other stakeholders will continue to be involved in all aspects of the school.		
Goal Applies to:	Schools:	SBCS	Applicable Pupil Subgroups: All
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	A. The number of Latino students enrolled in the school will show 10% growth as defined in SBCS Charter Addendum: Diversity Plan. Outreach plans are expanded. B. Field trip participation rates will be established. C. Parents and other stakeholders will continue to be involved in all aspects of the school, specifically the planning and implementation of the LCAP.		
	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal A: Continue to implement the SBCS Charter addendum Diversity Plan. Continue with meetings and action plan implementation of the Diversity Work Group. Advertising and outreach in both English and Spanish toward increasing Latino applicants. Survey Latino families about their needs and interests in a school. Offer bilingual enrollment tours at different times of the day. Always offer a staff interpreter at meetings and tours. Continue translation of all parent information. Update website development in Spanish and English for the	SBCS	<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) _____	Advertising \$7,000 Survey \$2,000 Translation \$1,000 Website maintenance \$1,000 Transportation \$1,000

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<p>whole school. Finalize investigation of transportation for classroom-based unduplicated students; determine feasibility. Provide interpreter services to anyone when needed through Language Line account; and staff interpreter.</p>			<p>Language Line is pay-as-you-go \$3.95 per minute</p>
<p>Goal B: Field trip scholarships are given based on financial need. Field trip participation rates are established and analyzed. Field trip policies and procedures to be updated by a group including parents, teachers, administrators, and students.</p>	<p>SBCS</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>Scholarships for field trips from fundraising account \$2,000</p>
<p>Goal C: Continue parent education opportunities with childcare provided. Offer at least three formal meetings with presentations annually, on a variety of topics with topics and dates chosen by parent majority vote. Parents of unduplicated students are individually invited to the LCAP meetings, and are invited to provide feedback in person or via email. Director of Education will consciously initiate casual contact in person during drop-off and pick-up, at least once per week. Parent satisfaction and school climate information will be gathered through annual Family Satisfaction Survey, and analyzed. Parents will be surveyed to provide budget input annually in January.</p>	<p>SBCS</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>	

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>A. The number of Latino students enrolled in the school will show 10% growth as defined in SBCS Charter Addendum: Diversity Plan. Outreach plans are implemented. B. Field trip participation rates will be compared to previous years, and target goals will be set. The “field trip work group,” consisting of parents, teachers, administrators, and students, will draft field trip policies and procedures. C. Parents and other stakeholders will continue to be involved in all aspects of the school, specifically the planning and implementation of the LCAP.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal A: Continue to implement the SBCS Charter addendum Diversity Plan. Continue with meetings and action plan implementation of the Diversity Work Group. Continue advertising and outreach in both English and Spanish toward increasing Latino applicants. Implement survey ideas from Latino families about their needs and interests in a school. Continue to offer bilingual enrollment tours at different times of the day. Always offer a staff interpreter at meetings and tours. Continue translation of all parent information. Update website development in Spanish and English for the whole school. Based on feasibility, offer transportation to unduplicated students; evaluate efficacy for improving demographic balance. Provide interpreter services to anyone when needed through Language Line account; and staff interpreter.</p>	SBCS	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>Goal B: Field trip scholarships are given based on financial need. Field trip participation rates are analyzed. Updated field trip policies and procedures are analyzed.</p>	SBCS	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>Goal C: Continue strategies from previous years and evaluate progress.</p>	SBCS	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>A. The number of Latino students enrolled in the school will show 10% growth as defined in SBCS Charter Addendum: Diversity Plan. Transportation of students will be a focus.</p> <p>B. Field trip participation rates will be compared to previous years, and target goals will be set. Field trip policies and procedures will be analyzed.</p> <p>C. Parents and other stakeholders will continue to be involved in all aspects of the school, specifically the planning and implementation of the LCAP.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal A: Continue to implement the SBCS Charter addendum Diversity Plan. Continue with meetings and action plan implementation of the Diversity Work Group. Continue advertising and outreach in both English and Spanish toward increasing Latino applicants. Implement survey ideas from Latino families about their needs and interests in a school. Continue to offer bilingual enrollment tours at different times of the day. Always offer a staff interpreter at meetings and tours. Continue translation of all parent information. Update website development in Spanish and English for the whole school. Based on feasibility, offer transportation to unduplicated students; evaluate efficacy for improving demographic balance. Provide interpretation services to anyone when needed through Language Line account, and staff interpreter.</p>	SBCS	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>Goal B: Field trip strategies from previous years are evaluated and analyzed.</p>	SBCS	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>	

Goal C: Continue strategies from previous years and evaluate progress.	SBCS	<input checked="" type="checkbox"/> ALL <hr/> 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) _____	
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Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Basic: 1. 100% of teachers are appropriately credentialed and assigned. 2. All pupils have materials aligned to the state adopted standards. 3. School facilities are maintained in good repair.		Related State and/or Local Priorities: 1__ x 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:		Schools: SBCS	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	A. 100% of teachers are appropriately credentialed and assigned. B. All pupils have materials aligned to the state adopted standards in math and ELA. C. Hire additional staff as needed.	Actual Annual Measurable Outcomes:	A. 100% of teachers are appropriately credentialed and assigned. B. All pupils have access to materials aligned to the CCSS in math and ELA. C. Hire additional staff as needed.		
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures		
Maintain active list of teacher credentials and qualification status		Annual review of each teacher’s credential status			
Scope of service:		Scope of service:			
X ALL		X ALL			
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			
Audit instructional materials to align with state adopted standards in math and ELA. Purchase materials.	CCSS budget for materials, unduplicated \$12,000	Budget was adjusted in October 2014 to purchase additional materials for CCSS implementation in math and ELA.	CCSS Budget materials, unduplicated \$12,000 and		

			Additional amount added to general budget \$11,000
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
School facilities are maintained in good repair. New asphalt basketball court was installed. Field rehabilitated by District.	Custodial and gardening \$11,000	Safety/risk management team and Director of Operations inspected facility and drafted Safety Report. Inspections are conducted at least three times per year. New asphalt basketball court was installed. Field rehabilitated by District.	Custodial and gardening \$11,000
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Teachers Council monitored all curricula for consistency with CCSS and scope and sequence commitments in the SBCS charter. Textbook and reference materials budget was increased as a result of the monitoring and evaluation.		

Original GOAL 2 from prior year	Relevance: Instruction and curriculum is aligned to the state adopted standards.	Related State and/or Local Priorities: 1__ 2_x 3__ 4__ 5__ 6__ 7__ 8__
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LCAP:		COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: SBCS		
	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	By the end of 2014-15, all students will have access to CCSS aligned instruction in ELA and math.	Actual Annual Measurable Outcomes:	Instruction and curriculum is aligned to the state adopted standards for math and ELA.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The professional development plan included as addendum to the Charter was adapted and followed for continued training for CCSS implementation.	\$17,800	Professional development was provided for math instruction, individual professional development, culturally responsive teaching practices, and technology implementation.	\$15,853
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Technology *added in October revised budget	\$29,000	Based on education goals: Flat screen TV's, Apple TV devices and AirBook laptops were purchased for each of the twelve classrooms.	\$27,900
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners		OR: __ Low Income pupils __ English Learners	

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__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The professional development plan was too broad, so Teachers Council emphasized CCSS math implementation this year, with less focus on ELA, science, and technology, although training in these areas was implemented. Teachers asked for additional technology purchases this year, and they were granted by the Circle of Trustees in October.		

Original GOAL 3 from prior year LCAP:	Rigor: All pupils are at grade level, or above.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
Goal Applies to:	Schools: SBCS		
	Applicable Pupil Subgroups:	all	
Expected Annual Measurable Outcomes:	A. By the end of 2014-15, individual students will demonstrate growth over time as measured by Smarter Balanced, formative assessment, and teacher observation. B. At the end of each year, all EL students will demonstrate at least one year's growth in English Language acquisition. C. Within five years of entering SBCS, EL students will test as RFEP. D. Ten percent of the English Language Learners will be reclassified as RFEP by the end of 2014-15. E. Student homework completion rate baseline will be established for unduplicated students. F. Students will participate in visual and performing arts programs.	Actual Annual Measurable Outcomes:	A. Smarter Balanced test scores will not be released until 2015. Baseline scores will be established this year. B. Progress monitoring test for ELL will be established in the fall of 2015. CELDT scores from fall of 2014 showed that at least 50% of EL students demonstrated at least one year's growth. This goal will be modified in 2015-16 based on this data. C and D. 20% of ELL's were reclassified as RFEP. E. An afterschool program called Homework club started for unduplicated students, and parent and student satisfaction was measured. Homework check-in lists were collected. F. Students and teachers determined which classes all students would take, and which classes would be allowed by teacher or student discretion. Student participation rate is near 100%.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	

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	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>EL students are supported with in-class tutoring and ELD through one-on-one or small group instruction. Unduplicated students are supported with in-class tutoring through one-on-one or small group instruction. EL students are CELDT tested each year. A teacher will attend ADEPT training for progress monitoring of ELL's.</p>	<p>In-class tutoring \$24,000</p> <p>\$500 stipend CELDT tester</p> <p>\$165 ADEPT training</p>	<p>EL students are supported with in-class tutoring and ELD through one-on-one or small group instruction. Unduplicated students are supported with in-class tutoring through one-on-one or small group instruction. EL students are CELDT tested each year. A teacher attended ADEPT training for progress monitoring of ELL's.</p>	<p>In-class tutoring \$ 25,000</p> <p>\$500 stipend CELDT tester</p> <p>\$165 ADEPT training</p>
<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>After school enrichment program was designed to offer homework help and enrichment classes for unduplicated students. Budget included staffing and supplies for snacks and materials. Unduplicated students have priority enrollment.</p>	<p>Supplies \$4,800</p> <p>Staffing \$10,000</p>	<p>After school enrichment program was designed to offer homework help and enrichment classes for unduplicated students. Budget included staffing and supplies for snacks and materials. Unduplicated students have priority enrollment.</p>	<p>Supplies \$ 3,000</p> <p>Staffing \$ 12,000</p>
<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Visual and performing arts experiences are given in classroom-based programs, and are offered as electives in</p>	<p>Specialists for the arts \$27,000</p>	<p>Visual and performing arts experiences are given in classroom-based programs, and are offered as electives in</p>	<p>Specialists for the arts \$27,000</p>

our home-based program.		our home-based program.	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Most actions in this category went as planned. The staffing of support personnel for unduplicated students was very helpful to teachers. The after school enrichment program shifted once it got underway, in order to meet the needs of the students. There was a greater need for staffing versus supplies for the unduplicated students, so we shifted funding in that direction. Staffing for visual arts instruction is of great importance to everyone in the school. Funding for specialists, particularly visual arts classes, are always in the top three results on the annual family budget survey.
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Original GOAL 4 from prior year LCAP:	Relationships: Build and maintain school connectedness and a sense of community among staff, students, and parents.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6_x 7__ 8_x COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: SBCS Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	A. Teachers continue to implement the Conflict Resolution policy and provide instruction in communication, conflict resolution, and problem solving to students. B. Instructional aides will receive training and instruction in communication, conflict resolution, and problem solving to students.	Actual Annual Measurable Outcomes:	A. Teachers continue to implement the Conflict Resolution policy and provide instruction in communication, conflict resolution, and problem solving to students. B. Instructional aides received training and instruction in communication, conflict resolution, and problem solving to students.

<p>C. Student Peacemakers will help resolve conflicts on the playground.</p> <p>D. Participation rates of families of unduplicated students in school events will be monitored.</p> <p>E. The number of suspensions will remain between 0 and 10 for the year.</p> <p>F. There will continue to be no expulsions.</p>	<p>C. Student Peacemakers resolved conflicts on the playground.</p> <p>D. Participation rates of families of unduplicated students in school events were monitored.</p> <p>E. The number of suspensions is zero.</p> <p>F. There are no expulsions.</p>
LCAP Year: 2014-15	
Planned Actions/Services	Actual Actions/Services
Budgeted Expenditures	Estimated Annual Expenditures
Instructional aides will receive training and instruction in communication, conflict resolution, and problem solving.	\$720
Instructional aides received training and instruction in communication, conflict resolution, and problem solving with students.	\$720
Scope of service:	Scope of service:
<input checked="" type="checkbox"/> ALL	<input checked="" type="checkbox"/> ALL
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Everything in this area is progressing nicely. Each year, new teachers and instructional aides need training and support with the conflict resolution process at SBCS, which is something that will continue in an ongoing manner each year. The Conflict Resolution program is already well-established school-wide.

Original GOAL 5 from prior year LCAP:	Equity: Continue to engage students and families in the creation and establishment of a strong and balanced school climate.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__
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Local : Specify _____

Goal Applies to:		Schools: SBCS			
		Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	A. The number of Latino students enrolled in the school will increase by 10% per year, as outlined in the SBCS Charter addendum: Diversity Plan. B. Field trip participation rates will be established. C. Parents and other stakeholders will continue to be involved in all aspects of the school, specifically the planning and implementation of the LCAP.		Actual Annual Measurable Outcomes:	A. The number of Latino students enrolled in SBCS increased from 18% to 18.3%. SBUSD students currently enrolled at SBCS are 39% of total enrollment for 2014-15. The number of Latino applicants for 2015-16 increased 62% (from 16 to 26). B. Field trip participation rates were established. C. Parents and other stakeholders continue to be involved in all aspects of the school, specifically the planning and implementation of the LCAP.	
	LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
Advertising and outreach: TV commercial, print ads, radio ad in both English and Spanish. Bilingual enrollment tours. Staff interpreter and translation of all pre-enrollment packet information. Website development and upgrade with Spanish and English for the whole school.		Advertising \$11,000	Advertising and outreach: TV commercial, print ads, radio ad in both English and Spanish. Bilingual enrollment tours. Staff interpreter selected and translation of all pre-enrollment packet information completed. Website development and upgrade with Spanish and English for the whole school. Pilot program for transporting unduplicated students in school van to and from HBP weekly.		
Scope of service:			Scope of service:		
<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)_____			<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)_____		
			Transportation \$300		

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Parent education opportunities with childcare. Three formal presentations annually. LCAP community forum open to all.	\$100	Parent education opportunities with childcare provided. Three formal meetings with presentations annually. LCAP community forum open to all.	\$100
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Field trip scholarships are offered. Field trip participation rates will be established.	\$2,500	Field trip scholarships are given. No student is kept from a field trip based on financial need. Field trip participation rates are established.	\$2,500
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue with implementing the SBCS Charter Addendum: Diversity Plan, geared toward recruitment and retention of Latino students. Field trip policies will be updated to satisfy the needs of as many stakeholders as possible. Field trip participation rates will be analyzed. Childcare will continue to be offered for community meetings, as a way to boost parent attendance at meetings.		

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$91,715
10% RTI Teacher: \$10,125	
Homework Club, academic tutor, and ELD tutor: \$27,800	
Specialists: \$8,000	
Instructional supplies: \$16,500	
Increase classroom instructional assistants by 25%: \$31,400	
Each of these programs either exclusively benefit the educational needs of unduplicated count students and families, or in the case of instructional aides, Response to Intervention teacher, and ELD tutor, primarily target the needs of the language minority students, students from low-income families, or underperforming students.	

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- 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.

1.49	%
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We are hiring more staff to serve the needs of all students. All underperforming students are served by additional staff, such as instructional aides, a Response to Intervention teacher, and an in-class tutor for ELL students. The after school homework and enrichment support is one direct program that would not happen without additional funding for unduplicated students.

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:

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(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).