

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

Introduction:

LEA: Hart-Ransom Elementary Union School District – Hart-Ransom Academic Charter School – CDS 50-71092-6112935

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LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Site Advisory and Community Meetings:</p> <p style="padding-left: 40px;">LCAP Community Workshops: March 10, 2014 March 17, 2014</p> <p style="padding-left: 40px;">School Site Staff LCAP Discussion: January-March 2014 at Staff meetings.</p> <p>LCAP Stakeholder Survey – March 6 to March 13, 2014</p> <p>Board of Trustees Study Session – February 26, 2014</p> <p>CBO Meeting with Bargaining Units (CSEA) – March 18, 2014</p>	<p>The site administrator facilitated site and community meetings which served as a way to inform, educate and gather input and feedback from critical stakeholders including: parents, students, community partners, and staff members. Information made available included overview of LCFF and LCAP, State and local assessment information, attendance data, suspension and expulsion rates, and an overview of existing school programs.</p> <p>The survey served as a way to gather input and feedback from critical stakeholders including: parents, students, staff, and community members. Survey provided in an online format. Key questions: “What skills and abilities do you feel students should gain to successfully graduate?”; “What school services or programs do you believe are essential to accomplish these skills?”; “How can Hart-Ransom help more parents become involved in our schools?”</p> <p>The Superintendent led a study session with the Board of Trustees which included an overview of LCFF and LCAP and utilized guiding questions to explore the needs of the district.</p> <p>The District CBO met with bargaining unit members to review the LCFF funding model, overview estimated funding amounts for base and supplemental grants, discuss how the funding model blends with the accountability plan for student growth and learning.</p> <p>Information from participants, including stakeholder priorities, were compiled, utilized for study sessions and incorporated into the LCAP planning process. A process will be developed for an annual update of the plan.</p>

Section 2: Goals and Progress Indicators

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

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Goal 1: In order to ensure that all students have highly qualified advisory teacher support and access to adopted State Standards there is a need for: <ul style="list-style-type: none"> Professional development for teachers in Common Core State Standards and instructional practices that can be conveyed to parent-teachers in the independent study, homeschool setting. Curriculum and teaching materials aligned with Common Core State Standards. Standards-based report cards and assessment systems An increase in the offering of A-G courses for grades 9-12. Onsite technology classes taught by a qualified instructor. 	Goal 1: Ensure that all students will be supervised by highly qualified advisory teachers who provide access to adopted State Standards.	All	Hart-Ransom Academic Charter School (HRACS)		Professional development for advisory teachers Workshops and instructional training for parent-teachers Implement assessment and progress monitoring coupled with response to intervention tools and support for struggling students. Increase the number of A-G approved courses students Develop standards-based report cards Grades TK-2.	Continued professional development and parent-teacher workshops. Subject matter of training materials to be determined based on need. Review student assessments including formative and diagnostic. Review effectiveness of response to intervention tools for students. Review A-G course offering. Develop standards-based report cards for Grades 3-5.	Continued professional development and parent-teacher workshops. Subject matter of training materials to be determined based on need. Review student assessments including formative and diagnostic. Review effectiveness of response to intervention tools for students. Review A-G course offering. Develop standards-based report cards for Grades 6-8	Priority 1: Basic Services Priority 2: Academic Content and Performance Standards. Priority 7: Access and Enrollment Priority 8: Pupil Outcomes HRACS Strategic Plan

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<ul style="list-style-type: none"> Exploration of the NextGen Science Standards including a long-range plan for implementation within the homeschool setting <p>Metrics include: professional development documentation, teacher observations and monitoring, assignment work records and student work samples; CCSS-aligned curriculum; CCSS-aligned diagnostic and progress monitoring tools; distribution of parent teacher tools for easy understanding of current standards and aligned instructional practices; standards-based report cards; elective course planning and student attendance documentation; Participation rate in onsite and elective classes, stakeholder feedback</p>	Goal 1 continued	All	Hart-Ransom Academic Charter School (HRACS)		<p>Increase technology instruction for pupils.</p> <p>Increase funding for elective courses.</p> <p>Investigate needs for implementation of NextGen Science Standards. Fund Advisory Teacher professional development.</p> <p>Explore viable curriculum aligned with CCSS.</p>	<p>Monitor and adjust as needed.</p> <p>Maintain funding for elective courses and adjust as needed.</p> <p>Additional science support to be determined based on 14-15 results.</p> <p>Implement CCSS-aligned curriculum as needed.</p>	<p>Monitor and adjust as needed.</p> <p>Maintain funding for elective courses and adjust as needed.</p> <p>Additional science support to be determined based on 15-16 results.</p> <p>Evaluate additional curriculum needs based on prior year.</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Goal 2: In order to ensure that students and families have a high level of connectedness to school within a safe, positive and healthy atmosphere there is a need for: <ul style="list-style-type: none"> • Clear and consistent expectations with Master Agreements student assignment work records and school policies • Maintaining high student attendance rates • Maintaining clear and consistent policies for campus safety • Community service opportunities <u>Metrics include:</u> Master agreements, assignment work records, attendance rate data, sign-in sheets for campus visitors, and documentation of community service opportunities, school facilities report, stakeholder feedback.	Goal 2: Ensure student and family connectedness to school and maintain a safe, positive and healthy school environment.	All	Hart-Ransom Academic Charter School (HRACS)		Add Guest WIFI access for parents and site visitors Implement Google Apps for Education and schoolwide Google approach Provide community service opportunities for all students Use parent, student and staff surveys regarding connectedness and school climate. Use attendance data to identify potential barriers with goal of 98% or better attendance rates	To be determined with ongoing review of technology needs. Annually review community service opportunities. Use parent, student and staff surveys regarding connectedness and school climate. Continue and increase attendance rates by .05%	To be determined with ongoing review of technology needs. Annually review community service opportunities. Use parent, student and staff surveys regarding connectedness and school climate. Continue and increase attendance rates by .05%	Priority 6: School Climate Priority 3: Parental Involvement Priority 5: Pupil Engagement HRACS Strategic Plan

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Goal 3: In order to ensure that all students have the ability to reach academic proficiency in core curricular areas and be on-track to graduate college and career ready there is a need for: <ul style="list-style-type: none"> • High school college and career guidance counselor (Grs. 9-12) • Monitor student learning and support struggling students • Formative and summative assessments aligned with CCSS and CAASPP <u>Metrics include:</u> Graduation rates, SAT test scores, AP test scores, A-G participation; formative, summative and diagnostic student assessment records; evaluation of counselor effectiveness; percentage of proficient students as measured by CAASPP, local measures, CELDT, EL reclassification rates, stakeholder feedback	Goal 3: Increase the percentage of students who demonstrate academic proficiency in core curricular areas and that are on-track to graduate college and career ready.	All	Hart-Ransom Academic Charter School (HRACS)		Employ a part-time high school career and college guidance counselor. Monitor student learning with local assessments Establish proficiency baselines as measured by CAASPP. Increase the availability of technology-based learning resources. Provide opportunities for PSAT, SAT, ACT and CAHSEE preparation Align onsite high schools labs with curriculum pacing	Monitor and adjust as needed. Monitor and adjust as needed. To be determined based on 14-15 baseline. Review technology learning needs and adjust as needed. Continue test preparation opportunities. Annually review course alignment.	Monitor and adjust as needed. Monitor and adjust as needed. To be determined based on 15-16 percentages. Review technology learning needs and adjust as needed. Continue test preparation opportunities. Annually review course alignment.	Priority 1: Basic Services Priority 4: Pupil achievement Priority 7: Course Access Priority 8: Other Pupil Outcomes HRACS Strategic Plan

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Goal 4: To create and maintain critical stakeholders as partners in the education of students there is a need for: <ul style="list-style-type: none"> • Increase reception time in the Ed Center • Increased participation in Parent Connections at both the Elementary and high school levels. • Increased opportunities for parent participation in school programs. • An improved student information system • Family-oriented school events for parents, students and staff. <u>Metrics include:</u> Parent connection meeting records, new student information system, school website, surveys, stakeholder feedback	Goal 4: Parents, family and community stakeholders will become more fully engaged as partners in the education of students Hart-Ransom Academic Charter School.	All	Hart-Ransom Academic Charter School (HRACS)		Increase receptionist schedule so that Ed Center has full weekly coverage for parents, students and staff. Increase opportunities for family involvement in school activities. Implement new school student information system Link HRACS website with new District website	Analyze needs annually Continue and monitor Monitor and adjust as needed. Monitor and adjust as needed.	Analyze needs annually Continue and monitor Monitor and adjust as needed. Monitor and adjust as needed.	Priority 3: Parent Involvement Priority 6: School Climate HRACS Strategic Plan

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 1: Ensure that all students will be supervised by highly qualified advisory teachers who provide access to adopted State Standards.	Priority 1: Basic Services Priority 2: Academic Content and Performance Standards. Priority 7: Access and Enrollment Priority 8: Pupil Outcomes HRACS Strategic Plan	Professional development on research based instructional strategies aligned with Common Core State Standards in all areas of instruction that match learning initiatives for all pupils, including low income, English learners, reclassified fluent English proficient, foster youth, and special education. Parent teacher training will be offered to develop content-rich strategies for teaching in the independent study, homeschool setting.	School-wide		Professional development materials, consultants, parent-teacher training materials; child care for parent trainings \$3,500 (LCFF, CCSS)	Professional development materials, consultants, parent-teacher training materials; child care for parent trainings	Professional development materials, consultants, parent-teacher training materials; child care for parent trainings
		Maintain viable elective course to support student learning			Increase vendor course funding \$5,000 (LCFF)	Monitor and adjust as needed	Monitor and adjust as needed
		Hire and maintain qualified and trained personnel.			Increase technology instruction for pupils \$5,000 (LCFF)	Monitor and adjust as needed	Monitor and adjust as needed
		Identify and adopt CCSS-aligned curriculum to support learning for all students.			Curriculum \$3,000 (CCSS)	Curriculum	Curriculum
		Implement assessment and progress monitoring tools coupled with response to intervention for struggling students.			Assessment and monitoring tools	Monitor and adjust as needed	Monitor and adjust as needed

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 2: Ensure student and family connectedness to school and maintain a safe, positive and healthy school environment.	Priority 6: School Climate Priority 3: Parental Involvement Priority 5: Pupil Engagement HRACS Strategic Plan	Increase technology and promote the use of integrated technology to all content areas Fully implement Google Apps for Education and convert to a Google School environment. Use parent, student and staff surveys to monitor and measure school climate and stakeholder connectedness Support positive attendance rates through strong connections between advisory teachers and families	School-wide		Increase technology budget funding to support site needs \$10,000 (LCFF, CCSS) Professional development (See Goal 1) Surveys Promote value of positive attendance to achieve min. 98% attendance rate	Monitor and adjust as needed Professional development Surveys Maintain and increase attendance rate by .05%	Monitor and adjust as needed Professional development Surveys Maintain and increase attendance rate by .05%
Goal 3: Increase the percentage of students who demonstrate academic proficiency in core curricular areas and that are on-track to graduate college and career ready.	Priority 1: Basic Services Priority 4: Pupil achievement Priority 7: Course Access Priority 8: Other Pupil Outcomes HRACS Strategic Plan	Support secondary student need for academic and career counseling Monitor student learning with local assessments Increase technology and promote the use of integrated technology to all content areas	School-wide		Add part-time HS career and college guidance counselor \$5,000 (LCFF) Assessment tools (See Goal 1) See technology budget increases in Goal 2	Monitor and adjust FTE as needed Assessment tools Monitor and adjust as needed	Monitor and adjust FTE as needed Assessment tools Monitor and adjust as needed
Goal 4: Parents, family and community stakeholders will become more fully engaged as partners in the education of students Hart-Ransom Academic Charter School.	Priority 3: Parent Involvement Priority 6: School Climate HRACS Strategic Plan	Increase office receptionist time to provide full weekly coverage to support parents, students and staff Implement new student information system	School-wide		Increase office receptionist contract days \$5,000 (LCFF) New student information system \$7,800 (LCFF)	Continue and monitor Maintain and monitor	Continue and monitor Maintain and monitor

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Goal 1: Ensure that all students will be supervised by highly qualified advisory teachers who provide access to adopted State Standards.	Priority 1: Basic Services Priority 2: Academic Content and Performance Standards. Priority 7: Access and Enrollment Priority 8: Pupil Outcomes HRACS Strategic Plan	For low income pupils: Provide multi-tiered system of supports to address academic needs Parent-teacher workshops to support at-home instruction Maintain viable elective courses to support student learning	School-Wide		Assessment tools and intervention programs (See Goal 1) Professional development (See Goal 1) Increase vendor course funding (See Goal 1)	Monitor and adjust as needed Continue and adjust as needed Monitor and adjust as needed	Monitor and adjust as needed Continue and adjust as needed Monitor and adjust as needed
Goal 2: Ensure student and family connectedness to school and maintain a safe, positive and healthy school environment.	Priority 6: School Climate Priority 3: Parental Involvement Priority 5: Pupil Engagement HRACS Strategic Plan	For low income pupils: Provide technology tools to assist student learning	School-Wide		Increase technology funding (See Goal 2)	Monitor and adjust as needed	Monitor and adjust as needed

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Goal 3: Increase the percentage of students who demonstrate academic proficiency in core curricular areas and that are on-track to graduate college and career ready.	Priority 1: Basic Services Priority 4: Pupil achievement Priority 7: Course Access Priority 8: Other Pupil Outcomes HRACS Strategic Plan	For low income pupils: Provide parent training on how to assist students academically Support academic, college and career planning for secondary students	School-Wide		Professional development (See Goal 1) Add part-time HS career and college guidance counselor (See Goal 3)	Continue and adjust as needed Monitor and adjust FTE as needed	Continue and adjust as needed Monitor and adjust FTE as needed
Goal 4: Parents, family and community stakeholders will become more fully engaged as partners in the education of students Hart-Ransom Academic Charter School.	Priority 3: Parent Involvement Priority 6: School Climate HRACS Strategic Plan	For low income pupils: Staff will increase knowledge on issues and reality barriers that low income pupils experience Provide opportunities for student and homeschool family connections	School-Wide		Professional development (See Goal 1) School-wide events	Monitor and adjust as needed Continue and monitor	Monitor and adjust as needed Continue and monitor

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
HRACS does not meet the minimum threshold for the English Learner subgroup		For English learners: HRACS does not meet the minimum threshold.	School-Wide		HRACS does not meet the minimum threshold.	Evaluate based on any increase in student numbers.	Evaluate based on any increase in student numbers.
HRACS does not meet the minimum threshold for the foster youth subgroup		For foster youth: HRACS does not meet the minimum threshold.	School-Wide		HRACS does not meet the minimum threshold.	Evaluate based on any increase in student numbers.	Evaluate based on any increase in student numbers.
HRACS does not meet the minimum threshold for the English Learner subgroup		For redesignated fluent English proficient pupils: While HRACS does not meet the minimum threshold for this subgroup, trimester teacher consultation for redesignated fluent English proficient pupils to monitor academic services as needed.	School-Wide		Trimester teacher consultation for redesignated fluent English proficient pupils to monitor academic services as needed.	Evaluate based on any increase in student numbers.	Evaluate based on any increase in student numbers.

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

Funds increased for 2014-15 based on the number and calculation for unduplicated (73.9%) Low Income, English Learner and Foster Youth pupils: \$90,353.00. Stakeholder input suggested the priorities which resulted in LCFF funds being directed towards school wide learning initiatives. Furthermore, Hart-Ransom Academic Charter School has created a site level LCAP to meet the state requirements for Charter schools preparing and monitoring an independent LCAP. The Charter school's strategic plan will continue to reflect goals and actions for student populations in the areas addressed by the LCAP.

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

The increase in proportionality for Low Income, English Learner and Foster Youth pupils is 5.14% over prior year spending. The increase in LCFF funding will proportionally increase services for all students including increased funding for electives, technology, intervention programs, and staff support.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.