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**LOCAL CONTROL AND ACCOUNTABILITY PLAN – 2014-2015**

*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 52060 and 52066 falls into one of three broad categories, however, LEAs must address each of the state priorities in their LCAP.

**A. Conditions of Learning**:

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

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

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

**Expelled students (for county offices of education only):** coordination of instruction of expelled pupils pursuant to 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**:

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

**Other student outcomes**: other indicators of performance in required areas of study (Priority 8)

**C. Engagement**:

**Parent involvement**: efforts to seek parent input, promotion of parent participation (Priority 3)

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

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

**Section 1: Stakeholder Engagement**

Meaningful engagement of parents, students, and other stakeholders, including those representing the subgroups identified in Education Code 52052, is critical to the LCAP process. Education Code 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code 48985 specifies the requirements for translation of documents.

**Describe the process used to engage parents, students, and the community and how this engagement contributed to the LCAP and annual update.**

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| **Involvement Process** | **Impact on LCAP** |
| As a brand new charter school, Thrive Public School has had the opportunity to not only engage families and stakeholders in conversations about goals and metrics but to actually engage them in the creation and development of our entire program.  Over the past year we have met with community members, potential teachers, parents and legislators to obtain meaningful feedback and input both in small group settings, surveys, data analysis and one-on-one meetings. Throughout this we have included stakeholders from all subgroups of our population and together we worked collaboratively on the development of our school and more specifically our budget, our goals and our assessments of both.  As a new school, enrollment data was not available to complete our LCAP but we used a neighboring and comparable school as a guide to identify our subgroups. Thrive anticipates that we will serve a population that will be approximately 80% free and reduced price lunch (FRPL), 55% Hispanic/Latino, 20% African American, 30% English Learners, 10% Special Education. All of our efforts are inherently attuned to the needs of student sub-groups and children who are “at-risk.”  Parent meetings (open to all parents), focus groups, advisory group meetings and regularly scheduled informational meetings have been held throughout the year to inform parents and community members about our new program, the Local Control Funding Formula, and the corresponding plan which describes how funding will be expended at the school. The school’s comprehensive website is also a ready and easily accessible source of current information. As our school gets off the ground our website will be the home of our Thrive indicators and our data dashboard which will include operational and academic benchmarks and achievements such as student growth (while we wait for the new SBAC/CAASPP this will be NWEA MAP data) both for our whole school as well as specific sub-group performance. In the future we will use the School Accountability Report Card (SARC) and Title III report, detailed information about the Common Core, WASC review, and the school’s curriculum, programs and other resources. Information will be also readily available to parents through a PERC (Parent Educational Resource Center) which we hope to staff with parent volunteers and School of Education Students.  Thrive Public School founding staff and parents, have met regularly to review and discuss the changes to State funding and the corresponding LCAP plan. Staff have provided input regarding the priorities established by the state and how best to implement improvement, and fund the programs and resources identified by the school community as necessary to realize the goals established by the school’s plan. Finally, the Board of Directors, Advisory Council and Founding Families played an active role in reviewing LCAP drafts and offering input. | Input received through these interactions have been incorporated into this plan to establish priorities which best reflect and meet the needs of the school community and to ensure that the goals, mission, and vision of the school will be fulfilled.  Data gathering will continuously ensure that student achievement will be maximized for all learners and to ensure that all stakeholders will have a voice in the development of the action plan and ongoing review of performance metrics for the school. Inclusion in this LCAP process from a wide variety of stakeholders has helped to create buy-in and a sense of ownership from each participant. As we implement the plan, it is the intent to include stakeholder input to evaluate the effectiveness of our actionable items and to assure our mission of engaging learners and personalizing learning is aligned to all that we do.  Thrive Public School will continue to focus on its Expected School-wide Learning Results (ESLRs):  **ESLR 1: Community-Minded**  **ESLR 2: College-Prepared**  **ESLR 3: Career-Inspired**  This will include:   * Assuring academic competency for all students through a strong focus on literacy and numeracy (including implementation of Common Core and California Assessment of Student Performance and Progress (CAASPP), with particular focus on the school’s diverse population of learners). * Offering opportunities for deeper learning and exploration (through National Science Standards and, as they are implemented, California’s NextGen Science Standards, hands-on learning, engineering, tinkering, making and arts). * Emphasizing increased integration of technology, a culture of data-informed instruction and personalized instructional strategies based on data. * Ensuring increased communication between stakeholder groups, including with students regarding their own progress to help them take ownership of their learning. * Providing meaningful social-emotional development (character development, knowledge of self and others, and conflict resolution) to create a safe community and a culture of collaboration and citizenship.   In addition to stakeholder feedback, student performance data (internal benchmark results, CST results, graduation rates, etc.) informed each of these goals and focus areas. |

**Section 2: Goals and Progress Indicators**

For charter schools, Education Code 47606.5 requires 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.

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| **Identified Need and Metric** | **Goals** | | **Annual Update: Progress Review** *(To be completed Spring 2015)* | **What will be different/improved for students? (based on identified metric)** | | | **Related to State and Local Priorities** (Identify specific state priority. All priorities in statute must be identified; each finding may be linked to more than one priority if appropriate.) |
| **Description of Goal** | **Applicable Student Subgroup(s)** | **Year 1: 2014-15** | **Year 2: 2015-16** | **Year 3: 2016-17** |
| **Need:** To ensure all students are instructed by teachers who are fully credentialed and “highly qualified” as per ESEA.  **Metric:** Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher. | All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned. | All Students |  | 100% | 100% | 100% | **State Priority #1 - Basic Services  A. Teachers** |
| **Need:** To provide access to standards-aligned Instructional materials.  **Metric:** Annual School Accountability Report Card (SARC). | All students, including all student subgroups (Hispanic/Latino, African American, Socioeconomically Disadvantaged, ELs, Students with Disabilities), unduplicated students and students with exceptional needs, will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition. | All Students  Subgroups: Hispanic/Latino, African American, Socioeconomic. Disadvantaged, ELs, Special-Ed |  | 100% | 100% | 100% | **State Priority #1 - Basic Services B. Instructional Materials** |
| **Need:**  To provide and maintain school facilities that are safe, clean and in good repair.  **Metric:** Annual SARC. | School facilities are clean and maintained in good repair with daily spot check and Site Culture Survey. | All Students |  | Daily spot checks and Site Culture Survey at least 90% completion with all general needs items and 100% compliance with all risk items | Daily spot checks and Site Culture Survey at least 92% completion with all general needs items and 100% compliance with all risk items | Daily spot checks and Site Culture Survey at least 95% completion with all general needs items and 100% compliance with all risk items | **State Priority #1 - Basic Services  C. Facilities** |
| **Need:** To fully implement the Common Core State Standards (CCSS) in ELA and Math across all grades.  **Metric:** Documentation of teacher participation in professional development focusing on CCSS; implementation of CCSS-aligned curriculum and assessments; classroom observations by administrators. | * School will fully implement CCSS state-adopted Math academic content and performance standards by 2014-15 school year and ELA by the 2015-16 school year for all students, including all student subgroups (Hispanic/Latino, African American, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs, including expanding opportunities for students to engage in critical thinking tasks and differentiated instruction. * Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments. | All Students  Subgroups: Hispanic/Latino, African American, Socioecon. Disadvantaged, ELs, SpEd |  | 100% Common Core math implementation | 100% ELA Common Core implementation | 100% Math and ELA Common Core Implementation | **State Priority #2 – Implementation of Common Core State Standards (*CCSA)* A. Implementation** |
| **Need:** To implement the CCSS for EL Students.  **Metric:** Documentation of teacher participation in professional development focusing on CCSS implementation with ELs; implementation of CCSS-aligned curriculum and assessments with ELs; classroom observations by administrators. | 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency. | English Learners |  | 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency. | 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency. | 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency. | **State Priority #2 – Implementation of Common Core State Standards (*CCSA)* B. EL Students and Academic Content Knowledge****(See also #4 C, D below.)** |
| **Need:** To provide parent access to opportunities for participation and input on decision-making.  **Metric:** Documentation of parent meeting attendance and agendas; results of surveys. | School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations. | All Students |  | At least 75% of parents will attend at least one school event each year (such as open house, exhibition, etc); 80% will attend student led parent-teacher conferences; 90% of families will attend Exhibition;  60% will attend Portfolio Defenses.  Parents will lead the School Site Council.  Parent satisfaction rates, based on annual surveys, will be > 80%.  Establish Net Promoter score baseline score. | At least 75% of parents will attend at least one school event each year; 85% will attend student led parent-teacher conferences; 90% of families will attend Exhibition;  60% will attend Portfolio Defenses.  Parents will lead the School Site Council.  Parent satisfaction rates, based on annual surveys, will be > 85%.  Increase annual Net Promoter score by at least +5. | At least 75% of parents will attend at least one school event each year; 90% will attend student led parent-teacher conferences; 90% of families will attend Exhibition;  60% will attend Portfolio Defenses.  Parents will lead the School Site Council.  Parent satisfaction rates, based on annual surveys, will be > 89%.  Increase annual Net Promoter score by at least +5. | **State Priority #3 – Parental Involvement** |
| **Need:** To ensure all students meet or exceed targets for growth on Statewide Assessments once set by the State.  **Metric:** SBAC/CAASPP NWEA MAP Testing, Lexile level and others as needed, personal learning plans | All students, including all statistically significant student subgroups unduplicated students and students with exceptional needs, will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. | All Students  All statistically significant subgroups: (e.g., Hispanic/Latino, Socioecon. Disadvantaged, ELs) |  | Establish benchmark.  MAP benchmark  75% of students have a personal learning plan that includes data and goals for MAP and Lexile growth in ELA and Math. | School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).  100% of students have a personal learning plan that includes data and goals for MAP and Lexile growth in ELA and Math. | School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).  100% of students have a personal learning plan that includes data and goals for MAP and Lexile growth in ELA and Math. | **State Priority #4 – Student Achievement Pupil achievement as measured by: A. Statewide Assessments: ELA/Literacy and Mathematics** |
| **Need:** Increase the number of students who are proficient or advanced in ELA and Math on new state assessments.  **Metric:** School will meet the annual API Growth Target, or equivalent as mandated by the CA State Board of Education; NWEA MAP Testing, Lexile level and others as needed, personal learning plans | School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education. | All Students |  | Establish benchmark. | Increase API and AYP, meeting annual API Growth Target (or equivalent) based on new SBAC/CAASPP measures. | Increase API and AYP, meeting annual API Growth Target (or equivalent) based on new SBAC/CAASPP measures. | **State Priority #4 – Student Achievement Pupil achievement as measured by: B. API** |
| **Need:** To increase number of English Learners (EL) demonstrating EL proficiency.  **Metric:** CELDT or other available external assessments; Lexile Level | EL students will advance at least one grade level on the CELDT (or other available external and internal assessments) each year. | English Learners |  | Achieve similar or higher rate of EL growth on the CELDT (or similar) scale each year. | Achieve similar or higher rate of EL growth on the CELDT (or similar) scale each year. | Achieve similar or higher rate of EL growth on the CELDT (or similar) scale each year. | **State Priority #4 – Student Achievement Pupil achievement as measured by: D. EL Progress**  **(See also, #2B, above.)** |
| **Need:** To increase number of English Learners (EL) reclassified as Fluent English Proficient.  **Metric:** CELDT or other available external assessments; reclassification rate. | EL reclassification rate will meet or exceed the District’s reclassification rate and ELs will meet Annual Measurable Achievement Objectives (AMAOs). | English Learners |  | Meet or exceed the District’s EL reclassification rate; meet or exceed annual AMAOs. | Meet or exceed the District’s EL reclassification rate; meet or exceed annual AMAOs. | Meet or exceed the District’s EL reclassification rate; meet or exceed annual AMAOs. | **State Priority #4 – Student Achievement Pupil achievement as measured by:**  **E. EL Reclassification Rates** |
| **Need:** Have strong average daily attendance (ADA) rates that support student learning.  **Metric:** Attendance rate. | School will have a high ADA rate. | All Students |  | >95% | >95% | >95% | **State Priority #5 – Student Engagement Pupil engagement as measured by: School attendance rates.** |
| **Need:** To reduce number of student suspensions.  **Metric:** Student suspension rate. | School will have a low < 1% suspension rate. | All Students |  | Suspension rate will be at < 1%. | Suspension rate will be maintained at < 1%. | Suspension rate will be maintained at < 1%. | **State Priority #6 – School Climate**  **As measured by: A. Pupil Suspension Rates** |
| **Need:** To reduce number of student expulsions  **Metric:** Student expulsion rate. | School will have a low <1% annual pupil expulsion rate. | All Students |  | Expulsion rate will be at <1%. | Expulsion rate will be maintained at <1%. | Expulsion rate will be maintained at <1%. | **State Priority #6 – School Climate As measured by:**  **B. Pupil Expulsion Rates** |
| **Need:** To increase sense of connectedness to school by students, families and school community.  **Metric:** Stakeholder Surveys. | School will engage parents and students as valued stakeholders in decision-making, and provide programs and resources that support families and enhance the school community. | All Students |  | Achieve >80% positive results on Annual Stakeholder Satisfaction Surveys. | Continue to achieve >80% positive results on Annual Stakeholder Satisfaction Surveys. | Continue to achieve >80% positive results on Annual Stakeholder Satisfaction Surveys. | **State Priority #6 – School Climate As measured by:**  **C. School Connectedness** |
| **Need:** To provide access to a broad course of study.  **Metric:** Teacher lesson plans; SARC; master schedule, admin observations | All students, including all statistically significant student subgroups, unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school’s charter. | All Students  All statistically significant subgroups. |  | Provide core academic classes as well as Project based learning, tinkering and elective classes to all students. | Provide core academic classes as well as Project based learning, tinkering and elective classes to all students. | Provide core academic classes as well as Project based learning, tinkering and elective classes to all students. | **State Priority #7 – Course Access** |
| **Need:** To increase student success in subject areas described in E.C. § 51220 (grades 7-12).  **Metric:** Student folders/report cards; standardized test scores; API; AYP | All students, including all statistically significant student subgroups, unduplicated students and students with exceptional needs, will demonstrate proficiency (or above) of grade level content standards aligned with the State’s priorities. | All Students All statistically significant subgroups |  | Proficiency rates will meet or exceed District rates on CAASPP (or similar measures). | Proficiency rates will meet or exceed District rates on CAASPP (or similar measures). | Proficiency rates will meet or exceed District rates on CAASPP (or similar measures). | **State Priority #8 – Pupil Outcomes**  **(See also Priority #2, #4, #7 above.)** |

**Section 3: Actions, Services, and Expenditures**

*For charter schools, Education Code section 47606.5 requires 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.*

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.

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| **Goals** | **Related State and Local Priorities**  *(From Section 2)* | **Actions and Services** | **Annual Update: Review of actions/services**  *(To be completed Spring 2015)* | **What actions/services are provided in each year? What are the anticipated expenditures for each action?** | | | | |
| Year 1: 2014-15 | Year 2: 2015-16 | | | Year 3: 2016-17 |
| All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned. | **State Priority #1 - Basic Services  A. Teachers** *The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed.* | * Offer competitive teacher salaries to attract and recruit highly qualified and experienced teachers. * Develop partnerships with credentialing and BTSA programs to assure long term compliance. * Ensure verification of proper credentials prior to start of employment. |  | **$375k** Salaries for teachers including benefits. (LCFF) | | **$863k** Salaries for teachers including benefits. (LCFF) | **$1.3M** Salaries for teachers including benefits. (LCFF) | |
| All students, including all student subgroups (Hispanic/Latino, African American, Socioeconomically Disadvantaged, ELs Students with Disabilities), unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition. | **State Priority #1 - Basic Services B. Instructional Materials** *Every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119).* | * Review standards-aligned publishers’ materials adopted by SBE as updated per Common Core implementation. * Purchase texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by staff and stakeholder input. |  | **$8k**  Purchase new Common Core-aligned Math curriculum. (LCFF) | | **$20k** for CCSS-aligned mathematics textbooks and materials (LCFF)  **$10k**  Purchase new Common Core-aligned ELA curriculum. | **$30k** for CCSS-aligned mathematics textbooks and materials (LCFF)  **$12k** for CCSS-aligned ELA/Literacy textbooks and materials (LCFF) | |
| School facilities are clean and maintained in good repair with daily spot check and Site Culture Survey. | **State Priority #1 - Basic Services  C. Facilities** *School facilities are maintained in good repair (E.C. §17002(d))* | * Ensure risk management site inspections of campus by property and liability carrier. * Train janitorial staff in how to use evaluation tool and hold follow up meetings to ensure compliance. * Hold annual clean up days to beautify the campus. * Correct all areas identified in need of repair or replacement. |  | **$10k** for janitorial/ maintenance service and supplies (LCFF) | | **$17k** for janitorial/ maintenance service and supplies (LCFF) | **$26k** for janitorial/ maintenance service and supplies (LCFF) | |
| School will fully implement CCSS state-adopted Math academic content and performance standards by 2014-15 school year and ELA by the 2015-16 school year for all students, including all student subgroups (Hispanic/Latino, African American, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs, including expanding opportunities for students to engage in critical thinking tasks and differentiated instruction.  Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments. | **State Priority #2 – Implementation of Common Core State Standards (*CCSA)* A. Implementation** *Implementation of state-adopted standards* | * Provide teachers a minimum of 20 professional development days a year. * Provide specific, day-long CCSS, critical thinking and differentiated instructional PD. * Hold weekly staff meetings to share best practices around Common Core, critical thinking and differentiation. * Assign a collegial coach to each staff member and do at least 1 coaching session each semester to look at critical thinking on a peer-to-peer level. * Administrator will provide one-on-one coaching to all staff on a bi-yearly basis. * Increase student technology access with classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a minimum student : computer ratio of 3:1 and moving towards 2:1 |  | **$20k** 100% of teachers will participate in 26 full days of professional development which will include CCSS, national science standards, differentiation and critical thinking workshops (LCFF)  **$9.6k** purchase computers and printers for student use.(LCFF) | | **$28k** 100% of teachers will participate in 20 full days of professional development which will include CCSS, national science standards, differentiation and critical thinking workshops (LCFF)  **$19.8k** purchase computers and printers for student use. (LCFF) | **$35k** 100% of teachers will participate in 20 full days of professional development which will include CCSS, national science standards, differentiation and critical thinking workshops (LCFF)  **$45k** purchase computers and printers for student use. (LCFF) | |
| 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency. | **State Priority #2 – Implementation of Common Core State Standards (*CCSA)*** B. EL Students and Academic Content Knowledge(See also #4 C, D below.) | * In addition to above, specific EL curriculum will be purchased. * Additional EL and Literacy resource teacher will push into classrooms to support students . * EL/Lit resource teacher will provide PD to all staff * Additional online, print and manipulative materials will be purchased to support ELs. |  | **$75k** for salaries, benefits for EL designated staff for push in (supplemental, then LCFF base)  **$3k** purchase online, print and manipulative materials (LCFF) | | **$77k** for salaries, benefits for EL designated staff for push in (supplemental, then LCFF base)  **$7k** purchase online, print and manipulative materials (LCFF) | **$79k** for salaries, benefits for EL designated staff for push in (supplemental, then LCFF base)  **$17k** purchase online, print and manipulative materials (LCFF) | |
| School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations | **State Priority #3 – Parental Involvement** *Parental involvement, including parent participation and efforts to seek parent input for decision-making* | * Parents will receive frequent and clear communications about school meetings and events through multiple modes of communication: website, email (newsletter, group or personal), robot-calls, Text message, annual Handbook, school SIS parent portal and an annual calendar of meetings and events. * During annual Open House, parents will be trained on using Illuminate Parent Portal, tech tools and other communications tools. * Exhibition and POLs will give students a chance to share what they are learning on site and will break barriers between on site and offsite learning. * Parents will be strongly encouraged to attend twice annual student led conferences. * All parents will be encouraged to run for elected positions on the Advisory Committee and the School Site Council, and to attend meetings of these groups. |  | **$2.6k** for parent education workshops and events and home-school communications (website, email, and print communications). | | **$4.5k** for parent education workshops and events and home-school communications . | **$9k** for parent education workshops and events and home-school communications. | |
| All students, including all statistically significant student subgroups, unduplicated students and students with exceptional needs, will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. | **State Priority #4 – Student Achievement Pupil achievement as measured by: A. Statewide Assessments: ELA/Literacy and Mathematics** | In addition to activities above:   * Provide highly qualified educational support personnel (RSP teachers, Literacy Coach, Math Coach, Coordination of Services Team (COST)) who will implement data-informed instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. * All students will have a Personalized Learning Plan (PLP) that will be based in our SIS and accessible to families and staff * Use online Learning Programs (such as ST math, Think Through Math, Lexia, Achieve 3000 and Accelerated Reader) to provide real time data and individualized instruction targeted for each student at his or her level * Acquire “Illuminate Ed” information system that supports data-informed instruction and differentiated instructional strategies and that interfaces with our online content sharing data back and forth Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, COST/SST meetings, and other assessments and protocols. * Provide additional support and intervention services for students including counseling/social support, after-school tutoring and enrichments. |  | **$69k**  Salaries and benefits for certificated and classified staff support, excluding those in EL item, above (LCFF)  **$24k** Tech Staff, teacher/staff computers, software/data system fees. (LCFF)  **$15.9k**  SIS set up, integration and training. (LCFF)  **$20k** After School program, materials and staff (LCFF) | | **$71k**  Salaries and benefits for certificated and classified staff support, excluding those in EL item, above (LCFF)  **$38k** Tech Staff, teachers/staff computers, software/data system fees. (LCFF)  **$42k** 50% School Counselor | **$212k** Salaries and benefits for certificated and classified staff support, excluding those in EL item, above (LCFF)  **$110k** Tech Staff, teacher/staff computers, software/data system fees. (LCFF)  **$63.7k**  75% School Counselor | |
| School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education. | **State Priority #4 – Student Achievement Pupil achievement as measured by: B. API** | See both info above and that listed below in next section |  | See both info above and that listed below in next section | |  |  | |
| EL students will advance at least one grade level on the CELDT (or other available external and internal assessments) each year. | **State Priority #4 – Student Achievement Pupil achievement as measured by: D. EL Progress**  **(See also, #2B, above.)** | See both info above and that listed below in next section |  | See both info above and that listed below in next section | |  |  | |
| EL reclassification rate will meet or exceed the District’s reclassification rate and ELs will meet Annual Measurable Achievement Objectives (AMAOs). | **State Priority #4 – Student Achievement Pupil achievement as measured by: E. EL Reclassification Rates** | See both info above and that listed below in next section |  | See both info above and that listed below in next section | |  |  | |
| School will have a high ADA rate. | **State Priority #5 – Student Engagement Pupil engagement as measured by: School attendance rates** | * Attendance Monitor and Director (later Assistant Principal) will monitor student attendance and communicate with families. * Complete home visits when necessary. * Collaborate with county office of Ed on SARB program and hold SARB hearings as necessary. * Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. |  | **$45k** for Attendance monitoring staff and automatic phone system (LCFF) | | **$90k**  for Attendance monitoring staff and automatic phone system (LCFF) | **$93k** for Attendance monitoring staff and automatic phone system (LCFF) | |
| School will have a low < 1% suspension rate. | **State Priority #6 – School Climate**  **As measured by: A. Pupil Suspension Rates** | * Train all staff and select parents in “Responsive Classroom,” compassionate communication (NVC) and restorative justice. * Use advisory time to help students understand our Habits of Heart and Mind and provide student leadership opportunities to share their learning to other classes. * Update the website with information and resources on school culture, and provide workshops educating stakeholders on creating a safe environment for all learners. * Teachers will receive support and training in best practices around the new digital citizenship curriculum and implement the curriculum in Year 1. * Hold parent workshops on digital citizenship to promote a safe environment for all students. * Provide training and support for Advisory and other non-scholastic support for students. * Support site-based student clubs. * Send out annual school culture survey to families and students. * Work with “developmental assets” to measure growth in students affect and school comfort. |  | See above.  **$5k** Resources and materials for socio-emotional education, student surveys, web design, and parent and staff training. (LCFF) | | See above.  **$10k** Resources and materials for socio-emotional education, parent and staff training. (LCFF)  **$2k** Stipends for Advisors of student clubs. | See above.  **$12k** Resources and materials for socio-emotional education, parent and staff training. (LCFF)  **$6k** Stipends for Advisors of student clubs. | |
| School will have a low <1% annual pupil expulsion rate. | **State Priority #6 – School Climate As measured by:**  **B. Pupil Expulsion Rates** | See above. |  | See above. | | See above. | See above. | |
| School will engage parents and students as valued stakeholders in decision-making, and provide programs and resources that support families and enhance the school community. | **State Priority #6 – School Climate As measured by:**  **C. School Connectedness** | See above. |  | See above. | | See above. | See above. | |
| All students, including all statistically significant student subgroups, unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school’s charter. | **State Priority #7 – Course Access** | In additional to the above items:   * Provide students with an array of learning through Exploratory and elective classes such as: Engineering, PLTW, arts, robotics, tinkering, project based learning and more as described in the school’s charter * Provide after school enrichment opportunities |  | **$65k** for  Elective and Exploratory classes, staffing, materials and training.  **$20k** for  After school staffing, materials and training. | | **$130k** for  Elective and Exploratory classes, staffing, materials and training.    (afterschool to be provided by grant in future years) | **$230k** for  Elective and Exploratory classes, staffing, materials and training.  (afterschool to be provided by grant in future years) | |
| All students, including all statistically significant student subgroups, unduplicated students and students with exceptional needs, will demonstrate proficiency (or above) of grade level content standards aligned with the State’s priorities. | **State Priority #8 – Pupil Outcomes** | In addition to the above:   * Intervention and paraprofessional support for teachers to help individual student achievement and to support small group teacher planned work. |  | **$35k** for paraprofessional support.  (LCFF) | | **$60k** for paraprofessional support.  (LCFF) | **$120k** for paraprofessional support.  (LCFF) | |

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 re-designated 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 re-designated 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.

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| **Goals** | **Related State and Local Priorities**  *(From Section 2)* | **Actions and Services** | **Annual Update: Review of actions/services**  *(To be completed Spring 2015)* | **What actions/services are provided in each year? What are the anticipated expenditures for each action?** | | |
| Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.  EL students will advance at least one grade level on the CELDT (or other available external and internal assessments) each year.  EL reclassification rate will meet or exceed the District’s reclassification rate and ELs will meet Annual Measurable Achievement Objectives (AMAOs). | **State Priority #2 – Implementation of Common Core State Standards (*CCSA)* B. EL Students and Academic Content Knowledge**  **State Priority #4 – Student Achievement Pupil achievement as measured by: D. EL Progress**  **E. EL Reclassification Rates** | * Implement the school’s English Learner Plan as outlined in the charter and as refined by staff yearly. * Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. * Provide New teacher assistance and support (BTSA), specifically relating to ELs. * Professional development focused on CCSS implementation with ELs. * EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 5 hrs/week. * Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. * Keep track of EL data and growth through Illuminate Data System * Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring * Train students on Personalized Learning Plan (PLP) so they are empowered to keep track of their data and lexile levels and offer open source resources for students to use at home. |  | **$6k**  100% of teachers will participate in CCSS professional development specifically relating to ELs. (supplemental)  **$8k** for additional paraprofessional support as needed (supplemental) | **$10k**  100% of teachers will participate in CCSS professional development specifically relating to ELs. (supplemental)  **$10k** for additional paraprofessional support as needed (supplemental) | **$13k**  100% of teachers will participate in CCSS professional development specifically relating to ELs. (supplemental)  **$13k** for additional paraprofessional support as needed (supplemental) |

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| **Goals** | **Related State and Local Priorities**  *(From Section 2)* | **Actions and Services** | **Annual Update: Review of actions/services**  *(To be completed Spring 2015)* | **What actions/services are provided in each year? What are the anticipated expenditures for each action?** | | | |
| All statistically significant student subgroups, along with foster youth, will:   * have access to standards-aligned materials (including Common Core) and additional instructional materials as outlined in our charter petition; * Have expanding opportunities for students to engage in critical thinking tasks and differentiated instruction; * meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics; * have access to academic and educational enrichment programs as outlined in the school’s charter; * demonstrate proficiency (or above) of grade level content standards aligned with the State’s priorities. | **State Priority #1 - Basic Services B. Instructional Materials**  **State Priority #4 – Student Achievement Pupil achievement as measured by: A. Statewide Assessments: ELA/Literacy and Mathematics**  **State Priority #5 – Student Engagement Pupil engagement as measured by: School attendance rates**  **State Priority #6 – School Climate**  **As measured by: A. Pupil Suspension Rates**  **State Priority #6 – School Climate As measured by:**  **B. Pupil Expulsion Rates**  **State Priority #6 – School Climate As measured by:**   1. **School Connectedness**   **State Priority #7 – Course Access**  **State Priority #8 – Pupil Outcomes** | Above and beyond school-wide supports listed above, support for Socio Economically Disadvantaged and other subgroups will be increased via:   * Professional development specifically relating to supporting subgroups. * New teacher support and assistance (BTSA). * Enrichment activities and intervention support for students. * After school tutoring |  | **$3k** for professional development and materials specifically relating to subgroup support (including BTSA support), and additional counselor/psychologist and paraprofessional support (supplemental)  **$20k**  After school programming (LCFF) | **$5k** for professional development and materials specifically relating to subgroup support (including BTSA support), and additional counselor/psychologist and paraprofessional support (supplemental)  **$33k**  After school programming (LCFF and grant) | **$7k** for professional development and materials specifically relating to subgroup support (including BTSA support), and additional counselor/psychologist and paraprofessional support (supplemental)  **$45k**  After school programming (LCFF and grant) |

1. 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 charter-wide 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 school-wide 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.)

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| While as a new school it was challenging to understand the changes that LCFF will bring to us, Thrive Public School’s identified supplemental and concentration grant based on the number and concentration of unduplicated students will be $20,065 for fiscal year 2014-2015. *Please see our calculations on the next page*  Details regarding how these additional funds will be expended are included in Section 3B, and are summarized below:   * Professional development including training for school leadership and all certificated staff, as well as classified staff as appropriate, focusing on target population of unduplicated students * Additional personnel to support and assist target groups in English language development, English language arts, mathematics and other curricular areas as needed to ensure population of unduplicated students reach proficiency in mastering Common Core State Standards * Psychological and mental health support, academic intervention, and social/emotional programs designed to monitor and promote strong and regular yearly progress of unduplicated student group   At all times, Thrive Charter will ensure that all students are served equitably and that personnel, materials and resources are utilized efficiently. |

1. 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.

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| Again, as a new school, it hard to truly look at the changes that LCFF will bring to us. However, based on preliminary calculations of our budget and our students, Thrive’s proportional increase or improvement in services for fiscal year 2014-2015 is 3% *Please see our calculations on the next page*  All of the actions and services specified in Section 3B provide additional layers of service for low income, English Learners and re-designated fluent English proficient students by providing additional support and training for teachers, intervention and enrichment activities and resources for these students, and additional personnel to support the continued and regular progress of students. These activities are specifically designed to focus on the needs of the unduplicated student groups above and beyond services, training and supports that have been provided in the current year. |

