

Local Control and Accountability Plan

Chicago Park Community Charter

July 1, 2014 – June 30, 2017

Board Approved June 19, 2014



Through community wide collaboration, the Chicago Park School District's administration and staff will create, sustain, and encourage high quality educational programs for all students. High academic standards, combined with a special emphasis in math, science, technology, and character development, will continue to drive our school program. A hands-on approach to engaged learning in safe and nurturing learning environments will also be emphasized.

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

Introduction:

LEA: Chicago Park Community Charter

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LCAP Year: 2014**

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?

Section 1: Stakeholder Engagement

Involvement Process	Impact on LCAP
<p>The Chicago Park School District (CPSD) has always prided itself on being a community oriented institute of learning. For the past twelve years, there has been a high level of parent volunteerism, an active PTA, community input surveys conducted by the Site Council on an every other year basis, and two community forums per year for parents to learn about program implementation and our budget, and to ask questions or make suggestions regarding school improvement. As a result of this, much of the data asked to be gathered in the development of the LCAP was already in place. However, between October 2013 and May 2014, more data has been collected to assure that all stakeholders have had an opportunity to provide input into the plan. In addition, the community has been educated on our new LCFF model and the eight state priorities which must be addressed in the development of the LCAP. The following measures have been taken:</p> <ul style="list-style-type: none">• The most recent data revealed from a detailed community survey done in late 2013, has been used to help formulate goals in the LCAP.• A student survey (grades 3-8) was administered in late winter 2014 to gather their input into the plan.• Dedicated time at staff meetings for the past several months have been set aside for discussion and input into the plan. Representation at these meetings have included TK-8th grade and special education certificated teachers.• Since the beginning of the 2013-14 school year, the focal point of the Site Council/Charter Advisory Committee, has been providing input for the development of the LCAP. Invitations for community members (including students) to attend these meetings have been extended via letters home, articles in our Principal's Page newsletter, and through School Messenger, our automated phone messaging system.• A variety of educational articles have appeared in our Principal's Page including the switch to the LCFF, the eight state priorities for the LCAP, and how stakeholders from all sectors of our community are invited to give input on the plan either by attending meetings or by way of written comments.• The CPSD Board of Trustees have been kept abreast of the progress made toward: including all stakeholders as active participants in the plan, and obtaining data. Board members have been given on-going opportunities to provide LCAP input.	<p>A detailed list of stakeholder input was generated from the involvement process, yielding identified areas of focus to promote student success in conjunction with the <u>Eight State Priorities</u>.</p> <p>As a result of this local collaborative effort, the following student priorities have been incorporated into our plan:</p> <ul style="list-style-type: none">• Academic achievement• Technology literacy• Enrichment opportunities beyond core curriculum• Positive behavior intervention/social skills

- We have only one family of non-English learners in the District and currently there has been one recent Foster care placement (our only in the District), therefore we do not have the resources to bring in input in these areas.
- Date for Public Meeting: June 12, 2014 Date for Board Approval: June 19,2014

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?

Section 2: Goals and Progress Indicators

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>1.Need: Increase all student achievement in the areas of Math and ELA</p> <p>Metric: Formative and summative assessments: CAASPP, API, CELDT, Student portfolios, EL Classification, teacher credentials, standards aligned materials</p>	<p>All students will improve their ELA and Math proficiency scores through strategic academic delivery and interventions, and access to Common core Standards through instructional practices.</p>	All	All	<p>20% will improve on local and/or state assessments (from initial established baseline)</p> <p>Maintain or improve API (from initial established baseline)</p> <p>Maintain EL Classification Rates</p> <p>Maintain 100% of students reaching English proficiency on the CELDT assessment.</p> <p>All students will have access to 100%</p>	<p>An additional 5% will improve on local and/or state assessments</p> <p>Maintain or improve API (from initial established baseline)</p> <p>Maintain EL Classification Rates</p> <p>Maintain 100% of students reaching English proficiency on the CELDT assessment.</p> <p>All students will</p>	<p>An additional 5% will improve on local and/or state assessments</p> <p>Maintain or improve API (from initial established baseline)</p> <p>Maintain EL Classification Rates</p> <p>Maintain 100% of students reaching English proficiency on the CELDT assessment.</p> <p>All students will</p>	<p>1 – Basic Inputs 2 – Implementation of CCSS 4 – Pupil Achievement 5 – Pupil Engagement 7 – Course Access 8 – Other Pupil Outcomes</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)			
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>2. Need: A comprehensive plan of technology use in the classroom by teachers, and grade level benchmarks for computer literacy will be established at all grade levels.</p> <p>Metric: Evaluation of effective teacher usage of technology in the classroom to teach Common Core and Assessment of student skills as proven by performance outcomes when tested in the classroom</p>	<p>Technology equipment for instructional purposes will be installed in classrooms and teachers will be fully trained to effectively and efficiently utilize technology to maximize the delivery of their lessons.</p> <p>All students will master pre-determined technology literacy skills at their grade level</p>	All	All		<p>Projection monitors, speakers, and pull-down screens will be mounted from ceilings of every classroom. At least one classroom will be furnished with chrome books or tablets</p> <p>70% of students will be able to independently access web-based curriculum from the classroom and at home, and be able to successfully manage the tasks assigned to them</p> <p>70% will master all computer use skills at their</p>	<p>Every classroom will have a document camera available to use for instructional purposes. Additional classrooms will be outfitted with Chrome Books or tablets</p> <p>75% of students will be able to independently access web-based curriculum from the classroom and at home, and be able to successfully manage the task assigned to them</p>	<p>Additional classrooms will have a class set of Chrome Books or tablets</p> <p>80% of students will be able to independently access web-based curriculum from the classroom and at home, and be able to successfully manage the task assigned to them</p> <p>80% will master all computer use skills at their grade level as outlined in school plan</p>	<p>1 – Basic Inputs 4 – Pupil Achievement 5 – Pupil Engagement 7 – Course Access</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)			
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
and computer lab					grade level as outlined in school plan	75% will master all computer use skills at their grade level as outlined in school 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	Year 2: 2015-16	Year 3: 2016-17	
<p>3. Need: Increased student opportunities in extra-curricular areas before and after school to spark an interest in expanding their knowledge beyond core subject areas</p> <p>Metric: Attendance logs kept to</p>	<p>Students in grades 1-8 will have opportunities to enroll in enrichment classes such as, but not limited to:</p> <ul style="list-style-type: none"> ● Foreign Languages ● Visual/Performing Arts ● Computer Programming ● Environmental Studies 	All	All	No less than 10 students will enroll in every class offered	No less than 12 students will enroll in every class offered	No less than 15 students will enroll in every class offered	<p>1 – Basic Inputs</p> <p>2 – Implementation of CCSS</p> <p>3 – Parental Involvement</p> <p>4 – Pupil Achievement</p> <p>5 – Pupil Engagement</p> <p>7 – Course Access</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>3. Need: Increased student opportunities in extra-curricular areas before and after school to spark an interest in expanding their knowledge beyond core subject areas</p> <p>Metric: Attendance logs kept to</p>	<p>Students in grades 1-8 will have opportunities to enroll in enrichment classes such as, but not limited to:</p> <ul style="list-style-type: none"> • Foreign Languages • Visual/Performing Arts • Computer Programming • Environmental Studies 	All	All	No less than 10 students will enroll in every class offered	No less than 12 students will enroll in every class offered	No less than 15 students will enroll in every class offered	<p>1 – Basic Inputs</p> <p>2 – Implementation of CCSS</p> <p>3 – Parental Involvement</p> <p>4 – Pupil Achievement</p> <p>5 – Pupil Engagement</p> <p>7 – Course Access</p>	

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?

Section 3: Actions, Services, and Expenditures

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014 - 15	Year 2: 2015 -16	Year 3: 2016 - 17
1.Increase all student achievement for success in their grade level in the core areas of Math and ELA	1- Basic 2 –CCSS 4 – Student Achievement 5 – Student Engagement 7 – Course Access 8 – Other Student Outcomes	Provide students with Common Core State Standards aligned instructional materials as available, fully credentialed and trained staff in best instructional practices, and access to materials and technology to meet the demands of a 21 st century education: *Fully credentialed certificated staff *New teachers participate in BTSA *Ongoing Professional Development *Staff collaboration time aligned with common core instructional strategies *Provide CCSS aligned curriculum and materials *Technology-based curriculum opportunities	LEA-wide		Certificated Salaries - \$475K LCFF Base Purchase of new math curriculum aligned with Common Core State Standards for grades 6-8 \$7,200 – CCS Purchase of Common Core Standards Plus ELA materials for grades 6-8 Est: \$1,500 – CCS Piloting ELA & Math McGraw Hill Program Grades K-5 - No Cost	Certificated Salaries - \$480K LCFF Base Purchase of new math curriculum aligned with Common Core State Standards for grades K-5 \$15,000 – CCS, Textbooks Reserves	Certificated Salaries - \$487K LCFF Base Purchase of new ELA curriculum aligned with Common Core State Standards for grades K-8 \$25,000 – CCS, Textbook Reserves, & LCFF Base

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014 - 15	Year 2: 2015 -16	Year 3: 2016 - 17
2. Enhance technology use in the classroom.	1 – Basic Inputs 4 – Pupil Achievement 5 – Pupil Engagement 7 – Course Access	Through gathering input for technology needs to meet the demands of Common Core, we will enhance our technology infrastructure and equipment to allow teachers to teach and students to learn in technological advanced classrooms: *Each classroom will be fully equipped at least one desktop, one or more lap tops or tablets, document camera, projection monitor and screen, sound capabilities for streaming video, and FM broadcast devices as needed *Extended support services from an IT specialist will be available to assist teachers in the general maintenance of school equipment and to assure it is up and running efficiently *Enhanced bandwidth will be put in place to meet teacher and student use needs	LEA-wide		Purchase one class set of Chrome Books to be shared among the primary grades. Est: \$5,000 – Unrestricted Lottery Increase tech support time to 20 hours per week. \$7,350 – REAP Smarter BB: Est: \$1,788 – LCFF Base	Purchase one class set of Chrome Books to be shared among the primary grades. Est: \$5,000 – LCFF Unrestricted Lottery Increase tech support time to 25 hours per week. \$3,700 – LCFF Base Smarter BB: Est: \$1,788 – LCFF Base	Purchase one class set of Chrome Books to be shared among the primary grades. Est: \$5,000 – LCFF Unrestricted Lottery Increase tech support time to 30 hours per week. \$3,700 – LCFF Base Smarter BB: Est: \$1,788 – LCFF Base
3. Students in grades 1-8 will have opportunities to enroll in enrichment classes such as, but not limited to: *Foreign Languages *Visual/Performing Arts *Computer Programming	1 – Basic Inputs 2 – Implementation of CCSS 3 – Parental Involvement 4 – Pupil Achievement 5 – Pupil Engagement 7 –	We will provide before and after school enrichment opportunities for students as well as build in enrichment classes into the school day. Classes will be taught by teachers or specialists (under teacher supervision). Classes will be determined by LCAP needs survey each year and the availability of instructors.	LEA-wide		Hire specialists and purchase materials for the classes. Cost should not exceed \$5,000 – PTA & LCFF Base as needed	Hire specialists and purchase materials for the classes. Cost should not exceed \$5,000 – PTA & LCFF Base as needed	Hire specialists and purchase materials for the classes. Cost should not exceed \$5,000 – PTA & LCFF Base as needed

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014 - 15	Year 2: 2015 -16	Year 3: 2016 - 17
*Environmental Studies	Course Access						
4. Continued Positive Behavior Programs	1 – Basic Inputs 3 – Parental Involvement 4 – Pupil Achievement 5 – Pupil Engagement 6 – School Climate 7 – Course Access 8 – Other Pupil Outcomes	<p>On-going training will be provided all staff in the Nurtured Heart Approach and the Olweus Anti-Bullying program.</p> <p>Parents will have the opportunity to participate in an annual on-line school safety survey.</p> <p>Continued use of the Steps to Respect Program in grades 4-5</p> <p>On-going training for yard duty aides.</p> <p>Creative attendance incentives will be put in place to encourage improved attendance rates.</p>	LEA-wide County-wide		<p>Purchase of Nurtured Heart Teacher Books for all new staff members. Est: \$100 – LCFF Base</p> <p>Healthy Kids/Safe Schools – no cost</p> <p>Increased yard duty Est: \$600 – LCFF Base</p> <p>Weekly and end of trimester attendance incentives. Est: \$550 - Unrestricted Lottery</p>	<p>Weekly and end of trimester Attendance Incentives. Est: \$550 - Unrestricted Lottery</p> <p>Healthy Kids/Safe Schools – no cost</p> <p>Increased yard duty Est: \$600 – LCFF Base</p>	<p>Weekly and end of trimester Attendance Incentives. Est: \$550 - Unrestricted Lottery</p> <p>Healthy Kids/Safe Schools – no cost</p> <p>Increased yard duty Est: \$600 – LCFF Base</p>

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
1. Increase in student achievement in ELA and math 2. Technology Use 3. Enrichment classes 4. Positive Behavior	Priorities 1-8 are covered in the four goals	<p>Low Income: *Additional tutoring *Provide necessary school supplies *Provide scholarships for before and after school enrichment classes and programs</p> <p>English Learners: *N/A (less than 1% of students are EL)</p> <p>Foster Youth: *N/A (less than 1% of students are Foster Youth)</p>	LEA-wide		<p>Chrome Books to support ELA and math curriculum Est: \$7,500 - Supplementary</p> <p>Before and After School enrichment classes and programs Est: \$3,500- Supplementary</p> <p>Homework Club – grades 4-8 Est: \$2,850 - Supplementary</p> <p>Extended day RTI-Grades 1-3 Est: \$13,200 - Supplementary</p>	<p>Add one teacher to extended day RTI – Grades 1-3 Est: \$9,880 - Supplementary</p> <p>Before and After School enrichment classes and programs Est: \$3,500- Supplementary</p> <p>Homework Club – grades 4-8 Est: \$2,850 – Supplementary</p> <p>Extended day RTI- Grades 1-3 Est: \$13,200 - Supplementary</p>	<p>Add one teacher to extended day RTI – Grades 1-3 Est: \$10,100 - Supplementary</p> <p>Before and After School enrichment classes and programs Est: \$3,500- Supplementary</p> <p>Homework Club – grades 4-8 Est: \$2,850 - Supplementary</p> <p>Extended day RTI- Grades 1-3 Est: \$13,200 - Supplementary</p>

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.)

In 2014/15, Chicago Park Community Charter School will see an increase of \$12,549 in additional supplemental funds.

Chicago Park School District has no significant sub groups, so it is in the best interest of all students to use supplemental funds district wide. For Goal 1 (Increase in Student Achievement) we will use funding to provide afterschool intervention for Math and Language Arts during our extended day RTI program (grades 1-3) and our Homework Club (grades 4-8). Priority for assistance will be our unduplicated students, with remaining spots open for any student in need of help. For Goal 2, (Technology) we will use the funding to provide increases in hardware and software to help technology literacy for the students and staff that teaches them. This will benefit all students at school with upgrades to technology. For Goal 3 (Increased enrichment classes), funds will be used to bring experts in to teach enrichment classes to not only the unduplicated students, but the entire student body. For Goal 4, (Positive Behavior) very little, if any funds will need to be spent to support our unduplicated students. Please note – Section 3B above reflects estimated costs for items district wide, which difference will be covered by supplemental revenues generated by Chicago Park Elementary School.

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 increased or improved services percentage for the 2014/15 school year is 3.39%.

By increasing a teacher from a .83 to a 1.0 FTE, we will be able to expand our extended day RTI services to students in grades 1-3 from two days to four days a week. A high percentage of students who attend out RTI program are from low income households. It is our belief that a bolstered RTI program will bridge the gap we see in achievement for children from low income families.

As detailed in Section 3B, we also have budget increases for technology and curriculum aligned with Common Core. These have been designated as the critical areas to help our students succeed over the next three years at Chicago Park Community Charter.

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