

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

Introduction:

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LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
HCCS was born out of active community involvement. While petitioning the Twin Rivers Unified School District (TRUSD), we had nearly 1,000 signatures of support. As HCCS is a brand-new school, the LCAP goals of the school are driven directly by the applicable State Priorities. On August 8, 2013, a stakeholder meeting was convened about what the school would like to accomplish when it opened, including discussion about the Local Control Funding Formula.	From the first stakeholder meeting on August 8, 2013, it was decided that HCCS should have an initial goal of having a baseline goal for all metrics for all subgroups being commiserate with Twin Rivers Adult School and/or Twin Rivers Unified School District in general. The petition to Twin Rivers was changed to reflect this, which defined most goals for the LCAP. The board of HCCS then worked to plan and fund appropriate actions and services to reach these goals.
On June 12, 2014, HCCS held a second stakeholder meeting that involved both its Community Advisory Committee and Occupational Advisory Committee. This meeting shared the results from the earlier meeting, and focused on how to gain more community involvement with the school.	Feedback from this meeting validated the goals of HCCS, demonstrating that the community truly needs the services that HCCS plans to provide. Further, additional needs, such as childcare to help parents, were determined, and incorporated into the LCAP.

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Facilities conducive for learning Metric(s): # of inspections Time for issues	HCCS will have well maintained facilities that are in good repair	All	HCCS	N/A	All facilities will have at least a yearly inspection. Problems will be addressed on average before 4 weeks	All facilities will have at least a quarterly inspection. Problems will be addressed on average before 3 weeks	All facilities will have at least a bimonthly inspection. Problems will be addressed on average before 2 weeks	Basic (Priority 1)
Need: Not needing to use resource teachers with core subjects Metric: % of Core Courses that use a Resource Teacher	While HCCS may legally use a resource teacher along with the main teacher for a class, to meet NCLB standards, HCCS would like all teachers to be NCLB Highly Qualified.	All	HCCS	N/A	All courses will be taught by at least one highly qualified instructor, one of which who may be designated as a resource teacher.	At least 75% of courses will be taught without the need for a resource teacher, as the main teacher will be NCLB Highly Qualified	100% of courses will be taught without the need for a resource teacher, as all core subject teachers will be NCLB Highly Qualified.	Basic (Priority 1)
Need: curricula fully aligned with standards Metrics: % of curricula aligned to standards	HCCS will have curricula that is appropriately aligned to State Board of Education adopted standards.	All	HCCS	N/A	All courses will be at least partially aligned to standards adopted by the SBE, including the Common Core	All courses will be at least partially aligned to standards, and at least 70% of courses will be fully aligned to the Common Core	All courses will be at least partially aligned to standards, and at least 80% of courses will be fully aligned to the Common Core	Implementation of State Standards (Priority 2)

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	
Need: Support of TRUSD parents Metric: # of TRUSD parents enrolled	HCCS will actively support TRUSD's goal of parental support, by assisting eligible parents to obtain education through HCCS	All	HCCS / TRUSD	N/A	HCCS will serve at least 50 parents from TRUSD schools	HCCS will serve at least 75 parents from TRUSD schools	HCCS will serve at least 100 parents from TRUSD schools	Parent involvement (Priority 3)
Need: Support of Economically Disadvantaged Students, by providing Job Training Metric: Job Attainment Rate	HCCS will actively support the economy of the community and California by assisting low income students to obtain livable wage careers	For low income pupils	HCCS	N/A	At least 60% of graduates will gain a career, join the military, or go on for further education	At least 65% of graduates will gain a career, join the military, or go on for further education	At least 70% of graduates will gain a career, join the military, or go on for further education	Pupil achievement (Priority 4C)
Need: Support of English Learners Metric: % of Students making progress on the CELDT & CELDT reclassification rate	HCCS will offer immigrants who do not have a U.S. High School Diploma, the opportunity to learn English and other lacking skills.	For English learners	HCCS	N/A	At least 46% will make progress as measured by the CELDT, and the school will have at least a 5% reclassification rate.	For those metrics not met in Year 1, they will be met this year. All other metrics will be 10% closer to final target.	For any metrics still not met in Year 2, they will be met this year. All other metrics will be 10% closer to final target.	Pupil achievement (Priority 4D & E)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: Other pupil outcomes</p> <p>Metrics: See Appendix A</p>	HCCS will reach the applicable baseline metrics as set out in its petition, and then reach its final targets.	All	HCCS	N/A	Baseline Metrics will be met	For those metrics not met in Year 1, they will be met this year. All other metrics will be 10% closer to final target.	For any metrics still not met in Year 2, they will be met this year. All other metrics will be 10% closer to final target.	Pupil achievement (Priority 4) Pupil engagement (Priority 5) School climate (Priority 6) Other pupil outcomes (Priority 8)

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
HCCS will have well maintained facilities that are in good repair	Basic (Priority 1)	Active inspection of facilities by custodial staff. Student and Staff Feedback system about Problems.	School-wide	N/A	Custodial staff will be tasked with conducting inspections. A comment card will be available to students and staff to let us know of issues. \$10,000 Gen. Fund	Same as for LCAP Year 1. \$10,000 - General Fund	Same as For LCAP Year 2 \$10,000 - General Fund
Reduction in the need for resource teachers.	Basic (Priority 1)	HCCS will utilize the HOUSSSE Portfolio method to have non-new teachers gain Highly Qualified status by using Lesson Study	School-wide	N/A	All hired teachers who are not new to the profession will participate in Lesson Study and curriculum development, to use for a HOUSSSE portfolio \$10,000 - PCSGP	All hired teachers who are not new to the profession will participate in Lesson Study and Curriculum development in an addition area \$10,000 - PCSGP	All hired teachers who are not new to the profession will participate in Lesson Study and Curriculum development in an addition area \$10,000 - General Fund
Curricula that is aligned to State Board of Education adopted standards.	Implementation of State Standards (Priority 2)	HCCS will provide additional time to teachers for curriculum development and alignment with standards	School-wide	N/A	Using an alignment worksheet, teachers will determine how current curricula aligns to standards \$3,200 - PCSGP	Based upon the alignment worksheet results, additional curriculum will be added to courses to meet the full set of standards \$30,000 - PCSGP	Any curriculum that is not yet fully aligned will be worked on to reach full alignment. \$6,000 - PCSGP

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
HCCS will actively support TRUSD's goal of parental support, by assisting eligible parents to obtain education through HCCS	Parent involvement (Priority 3)	Parent-focused curriculum will be integrated into existing programs and also into its own courses and programs.	School-wide	N/A	Some curriculum specifically focused on parenting will be integrated into English Language Development courses. \$1,600 - PCSGP (See also English Learner services)	At least one course will be developed specifically to address parenting. \$3,200 from the PCSGP. A childcare co-op will be started to help parents attend programs. \$10,000 - LCFF	HCCS will start a Vocational Parent Education Program, which treats parenting as a vocation of value, whose role is to educate the generation of tomorrow. \$64,000 - General Fund
HCCS will reach the applicable baseline metrics as set out in its petition, and then reach its final targets.	Pupil achievement (Priority 4) Pupil engagement (Priority 5) School climate (Priority 6) Other pupil outcomes (Priority 8)	HCCS will provide excellent education to its students, such that they will be empowered to meet the designated educational outcomes.	School-wide	N/A	No additional actions or services beyond the general education process of the school are planned at this point.	A review of HCCS outcomes will occur, and based upon this review appropriate actions and services will be planned and executed.	A review of HCCS outcomes will occur, and based upon this review appropriate actions and services will be planned and executed.

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
HCCS will actively support the economy by assisting low income students to obtain livable wage careers	Pupil achievement (Priority 4C)	For low income pupils: CTE programs will be provided to all students who do not already have sufficient job skills for a livable wage career.	School-wide		Three CTE programs will be fully launched, including Pre-Apprenticeship, Truck Driving, and Entrepreneurship. \$156,000 Funded by LCFF Increase	At least two more CTE programs will be launched, by or before this year. Including Diesel Mechanic, and HVAC/R. \$270,400 Funded by LCFF Increase	At least 2 CTE programs that target women will be launched. \$374,400 Funded by LCFF Increase
HCCS will offer immigrants who do not have a U.S. High School Diploma, the opportunity to learn English and other lacking skills to be successful within the U.S.	Pupil achievement (Priority 4D & E)	For English learners: Collocation of classes within TRUSD elementary schools offering similar education opportunities as CBET, but working towards helping students work towards a diploma or a GED.	School-wide		HCCS will have a pilot program collocated at Harmon Johnson school, such that district parents who are also English Learners, will be able to take courses towards a U.S. diploma or GED, including learning English. \$64,000 by LCFF Increase	HCCS will expand its collocation program to include at least 2 more locations. \$195,200 Funded by LCFF Increase	HCCS will expand its collocation program to include up to 5 locations total. At least 1 CTE/ELD, similar to a VESL course will be offered. \$323,200 Funded by LCFF Increase

- 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.)

We estimate that nearly all of our student population will be low income and/or English learners, as our programs will appeal most to these target groups. Many of our students will also likely be former foster youth, but due to the WIA partnership agreement to serve non-youth, we only serve students 22 years or older, and thus none of our students will be current foster youth. Given this fact, nearly all additional funding from the LCFF will go towards services for low income and/or English learners. Our LCAP addresses specific services that will be offered, including an emphasis on Career Technical Education to ensure low income students gain the knowledge and skills to obtain a livable wage job. Further, for adult English learners, specific English Language Development (ELD) courses will be offered at a primary and secondary level. Further, it is clear that the lack of a high school diploma is a constraint for many adults to get a livable wage job. Thus, all services offered by HCCS, and those specifically contained within this Local Control Accountability Plan that are enhanced by the additional LCAP funding, will directly go to benefit the students in the state priority areas.

- 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.

Given that nearly all our student population will be in the state priority areas, by simply logic, any and all increases in funding benefit these students in direct proportion to the increase in funding.

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.

Appendix A – Specific Benchmarks from Petition

Applicable School-Wide Pupil Outcomes Aligned to State Priorities

52060(d)	Applicable State Priority Measurement for Pupil Outcomes	School-Wide		What Reference is the Initial Goal based on?
		Initial Annual Goal	Ultimate Goal	
(4)(A)	Pupil achievement, as measured by statewide assessments (STAR). Note: HCCS will be applying to be an ASAM school, so this might not apply.	319	350	Average of the Mean Scale Scores for All Students of 2012 TRUSD STAR tests
(4)(B)	Pupil achievement, as measured by the Academic Performance Index	731	800	TRUSD 2012 Student Group Base API
(4)(C)	Pupil achievement, as measured by the percentage of pupils who have successfully completed career technical education sequences which align with state board-approved CTE standards and frameworks.	30%	75%	Same as High School Graduation Rate
(4)(D)	Pupil achievement, as measured by the percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test	46%	50%	Percentage of 2012 TRUSD students who had a performance increase on the CELDT compared to the previous year
(4)(E)	Pupil achievement, as measured by the English learner reclassification rate.	10%	13%	2012 TRUSD EL students redesignated to Fluent-English-Proficient
(5)(A)	Pupil engagement, as measured by school attendance rates.	43%	50%	Twin Rivers Adult School Attendance Rate
(5)(B)	Pupil engagement, as measured by chronic absenteeism rates. Note: Chronic absenteeism is defined as missing 10% or more of school	94%	25%	Percentage of Twin Rivers Adult School H.S. Students with less than 90% attendance
(5)(C)	Pupil engagement, as measured by middle school dropout rates	81%	15%	Twin Rivers Adult School Rate of Middle School Equivalent Students who Didn't Achieve High School Level Competency (per Grade Level)
(5)(D)	Pupil engagement, as measured by high school dropout rates.	70%	15%	Twin Rivers Adult School ASE Students who didn't Graduate with the School
(5)(E)	Pupil engagement, as measured by high school graduation rates.	30%	75%	TRAS ASE Students who Graduated
(6)(A)	School climate, as measured by pupil suspension rates.	9.7%	5.0%	2012 TRUSD Suspension Rate
(6)(B)	School climate, as measured by pupil expulsion rates.	0.1%	0.01%	2012 Sacramento County Expulsion Rate
(8)	Pupil outcomes in the subject areas of recognized courses of study (GPA)	2.3	3.0	TRAS Average Graduate GPA

Applicable Pupil Outcomes Aligned to State Priorities for California Recognized Subgroups

52060(d)	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or More Races	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth
(4)(A)	308	313	340	361	322	324	339	322	320	310	256	320
(4)(B)	670	667	768	832	716	725	771	751	720	714	562	720
(4)(C)	65%	90%	67%	90%	69%	80%	72%	90%	66%	71%	67%	70%
(4)(D)	14%	8%	47%	18%	28%	12%	70%	67%	57%	46%	56%	46%
(4)(E)	3%	2%	10%	4%	6%	3%	15%	15%	12%	10%	12%	10%
(5)(A)	35%	28%	49%	39%	45%	34%	47%	33%	44%	63%	90%	43%
(5)(B)	95%	96%	94%	95%	94%	96%	94%	96%	94%	92%	85%	94%
(5)(C)	91%	92%	80%	83%	82%	80%	75%	88%	82%	83%	89%	81%
(5)(D)	65%	90%	67%	90%	69%	80%	72%	90%	66%	71%	67%	70%
(5)(E)	35%	10%	33%	10%	31%	20%	28%	10%	34%	29%	33%	30%
(6)(A)	9.7%	9.7%	9.7%	9.7%	9.7%	9.7%	9.7%	9.7%	9.7%	9.7%	9.7%	9.7%
(6)(B)	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
(8)	2.2	2.2	2.4	2.3	2.3	2.1	2.4	2.2	2.3	2.5	2.6	2.3