

LEA: Tierra Pacifica Charter School Contact : Linda Lambdin School Director, khansen@santacruz.k12.ca.us, 831-462-9404

LCAP Year: 2013-14

For 2014-15

### 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 1 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.

Involvement Process	Impact on LCAP
<p>Most of the parents at Tierra Pacifica volunteer on a regular basis. We hold two class parent meetings, three all school parent meetings and two conferences a year in which we gather parent input and involve parents in decision-making. Parent attendance at these meetings ranges from 50 - 100% with higher attendance at class meetings.</p> <p>It has been the practice at Tierra Pacifica, since its inception 15 years ago, to engage all stakeholders in decisions that are pertinent to the school. In addition to the information and decision-making meetings that happen throughout the year, we also have numerous teams that are composed of a combination of staff and parents who take special interest in areas of the school. These teams meet on a regular basis and are advertised through our weekly bulletin and weekly class letters. They are open to anyone interested in attending. Some of our ongoing teams are: finance, diversity, fund development, ELL learner support, Grandparents and friends, and technology. Staff meetings are held twice a week and decisions are made on a consensus basis. All of these groups contributed to the development of school goals.</p> <p>The diversity team and ELL learner support group conducted meetings all year to discuss and develop the goals for the LCAP. The members used information from interviews with ELL parents, consulted with professional ELL administrators and brainstormed ideas and came up with a plan.</p> <p>Teachers and staff also met and went over the needs of students one at a time and cross checked with teacher assessments to help set goals for the individual students and for the school community.</p> <p>STAR test scores, teacher assessments, CELDT and ADEPT scores were made available during the process of developing goals as well as teacher observations and informal assessments.</p>	<p>Developing an ELL program has emerged as a school focus through interviews with parents, teachers and community members and has become our primary goal for our funding. Through this program we are hoping to meet the changing needs of our community and students.</p> <p>All programmatic and budgetary decisions will continue to be made based on the input from all of these groups.</p>

**Section 2: Goals and Progress Indicators**

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

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

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: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
Develop ELL program	Students will make reasonable progress towards English Language Fluency.	No Subgroups	All	CELDT and ADEPT	Implement CELDT and ADEPT testing and track student progress through ongoing assessment by teachers.	Support classroom teachers in serving ELL students and train or hire an ELL coordinator. Pilot new curriculum.	Continue to develop ELL program.	Priorities 1, 4 and 7

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: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
	Maintain current basic conditions of learning programs	All	School-wide	Yearly review of priority.	No difference	No difference	No difference	Priority #1
	Maintain current implementation of state standards program.	All	All	Yearly review of priority.	CELDT and ADEPT scores.	CELDT and ADEPT scores.	CELDT and ADEPT scores.	Priority #2
	Maintain current parent involvement programs	All	All	Yearly review of priority.	No difference	No difference	No difference	Priority #3
	Maintain current pupil engagement programs	All	All	Attendance data from Power School	No difference	No difference	No difference	Priority #5
	Maintain current school climate programs	All	All	Review of priority & continuing bully prevention	No difference	No difference	No difference	Priority #6

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.) Priority #8
	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: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
	Maintain current "other pupil outcome" programs	All	All	Review of priority and test scores.	No difference	No difference	No difference	



**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.

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: 2013-14	Year 2: 2014-15	Year 3: 2015-16
Develop ELL program	Priorities 1, 4, and 7	Pilot new curriculum, hire or train a new ELL coordinator. Support classroom teachers.	School-wide	Assessment by parent and staff teams and local organizations using anecdotal data, CELDT scores, standardized test scores and ADEPT scores.	Hire extra teaching assistant time. Funding from Supplemental Grant. \$3,000	Support classroom teachers, train or hire ELL coordinator and pilot new curriculum. Funding will be through Supplemental Grant. \$12,600	Training teachers in new curriculum, additional materials for curriculum. Continue to develop program. Funding will be through Supplemental Grant. \$19,500

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: 2013-14	Year 2: 2014-15	Year 3: 2015-16
Maintain current program.	Student achievement : Priority 4	For low income pupils: ( not a significant subgroup) We keep detailed lists of students who are not performing as proficient or advanced on standardized tests and/or other teacher assessments and these students' progress is carefully monitored throughout the year. 71% of free and reduced students are performing at or above proficiency level. For those who are not, we design individual goals and plans. We support each particular student.	School-wide	Assessment of program by parent and staff teams.  Using data of student progress to inform teaching practice. Data will include test scores, teacher assessment and informal assessments as well as parent input at Village Success Meetings.	Establish and maintain detailed lists of students and monitor their progress. Many of these students are performing at or above proficiency level. For those who are not, we design individual goals and plans. We support each particular student. LCFF and parent donations	Continue current program. LCFF and parent donations.	Continue current program. LCFF and parent donations.



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: 2013-14	Year 2: 2014-15	Year 3: 2015-16
Develop ELL program.	Student achievement	For English learners: (Not a significant subgroup): Pilot new curriculum, hire or train a new ELL coordinator. Support classroom teachers.	School-wide	Assessment by parent and staff teams and local organizations.	Hire extra teaching assistant time. Funding from Supplemental Grant. \$3,000	Support classroom teachers, train or hire ELL coordinator and pilot new curriculum. Funding will be through Supplemental Grant. \$12,600	Continue to develop program. Funding will be through Supplemental Grant. \$19,500
No significant group	No significant group	For foster youth: No significant group					
Maintain current program	Student achievement	For redesignated fluent English proficient pupils: (not a significant subgroup) We support them through small class size and small group instruction.	School-wide	Assessment by parent and staff teams.	LCFF and parent donations.	LCFF and parent donations.	LCFF and parent donations.

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. 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.)

This year we are spending the \$3,000 from the supplemental grant on an extra teaching assistant time to support students.

Next year we plan to hire a part time ELL coordinator to work regularly with ELL students. In looking at our budget you will note that the supplemental and concentration money we will receive is about \$12,600. (Not much.) We do not have any statistically significant subgroups. We are planning to use this money in part for an ELL Coordinator, materials and extra classroom support and in part for classroom materials and personnel to support all students including the low income students in our classrooms. We believe that spending the supplemental grant in this way will support the whole student body.

- A. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). 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.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47606.5, 48928, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

We do not have any significant subgroups but at this time, we have decided that the supplemental grant money should be spent on an ELL program and whole school classroom support.

**Current "basic conditions of learning" programs:** Tierra Pacifica maintains positive conditions of learning for all students. All teachers at Tierra Pacifica are fully credentialed in the subject areas they are teaching and students have access to standards aligned instructional materials in every subject area. Our school facilities are only 5 years old, well-maintained and in good repair.

**Current "implementation of state standards" programs:** All classrooms are implementing the new common core state standards academic content and performance standards and will continue to refine their use of this curriculum. Teachers in the kindergarten through third-grade classrooms, which are the classrooms that have EL learners, have attended the new common core ELL content standards training and will begin implementing next year.

**Current "parent involvement" programs:** Most of the parents at Tierra Pacifica volunteer on a regular basis. We hold two class parent meetings, three all school parent meetings and two conferences a year in which we gather parent input and involve parents in decision-making. Parent attendance at these meetings ranges from 80 to 95% with higher attendance at class meetings. Diversity teams and ELL teams meet monthly to assess and support and make recommendations for program changes.

**Current "pupil engagement" programs:** Attendance rate is 97% at Tierra Pacifica. For students who have a lower attendance rate we contact them by phone, letter and schedule parent conferences to support them in improving their attendance. We have no chronically absent students.

**Current "school climate" programs:** This year we have had no expulsions or suspensions at Tierra Pacifica. We have started doing a yearly survey of students about bullying in which 82% of students report always feeling very safe at school. We also do a yearly survey of parents in which 94% of parents report that the school does a satisfactory to excellent job creating a supportive social environment.

**Current "other pupil outcome" programs:** Tierra Pacifica's API score is 899 with approximately 80% of students at proficient or advanced in all areas. We have seven EL students in kindergarten and first grade, 4 IEP students in first grade and one IEP student in fifth grade.

