

**BOARD OF DIRECTORS
WESTLAKE CHARTER SCHOOL
Board Meeting Agenda
WCMS, 1985 Pebblewood Drive, Sacramento, CA 95833
June 12, 2014 5:30 pm**

**INSTRUCTIONS FOR PRESENTATIONS TO
THE BOARD BY PARENTS AND CITIZENS**

The Westlake Charter School ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. We are pleased that you are in attendance and hope that you will visit these meetings often. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided.

1. Agendas are available to all audience members at the door to the meeting.
2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Public Comments."
3. "Public Comments" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.
4. With regard to items that are on the agenda, you may specify that agenda item on your request form and you will be given an opportunity to speak when the Board discusses that item.
5. Members of the public may request that a topic related to school business be placed on a future agenda by making a request to the Board President. Once such an item is properly agendaized and publicly noticed, the Board can respond, interact, and act upon the item.
6. In compliance with the Americans with Disabilities Act (ADA) and upon request, the Charter School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact the Board President.

I. Annual Brown Act Review – Lisa Corr

Regular board meeting will begin immediately following the conclusion of the annual Brown Act Review

II. OPENING AT

III. CALL TO ORDER

ROLL CALL AND ESTABLISHMENT OF QUORUM:

	Present	Absent
1. Howard Chan	_____	_____
2. Sian Burman	_____	_____
3. Caroline G.	_____	_____
4. Debbie P.	_____	_____
5. Hope Gawlick	_____	_____
6. Jed Wallace	_____	_____
7. Maria Solis	_____	_____
8. Brenda Lee	_____	_____

PUBLIC SESSION

A. BOARD COMMENTS:

B. PUBLIC COMMENTS: This portion of the meeting is set aside for the audience to make comments or raise issues that are not specifically on the agenda or for those that are on the agenda. These presentations are limited to three (3) minutes per presentation and the total time allotted for non-agenda items will not exceed fifteen (15) minutes. Members of the public may speak on agenda items during the time when the item is addressed by the Board. **AUDIENCE/VISITORS PUBLIC DISCUSSION** – This agenda item is included for the purpose of giving anyone in attendance an opportunity to ask questions or discuss non-agenda items with the Board of Directors. If visitors have a complaint about a specific employee of the school, they will be requested to submit an oral or written complaint to the employee's immediate supervisor as required by Board Policy #08-03 (Please note that the public portion of all meetings is recorded.)

IV. ITEMS SCHEDULED FOR REVIEW:

A. BOARD REPORTS – Copies of board reports on file at 1985 Pebblewood Drive, Sacramento, CA 95833.

- 1. Executive Director – K. Burwinkel
- 2. Curriculum and Assessment Update – K. Burwinkel & C. Eick
- 3. WCMS Student Government Report – M. Johnson
- 4. WAVE Report -

V. Consent Agenda - All matters listed under the Consent Agenda are to be considered routine and will be enacted by one motion followed by a roll call vote. There will be no separate discussion of these items unless the Board of Directors, audience, or staff request specific items to be removed from the Consent Agenda for separate action. Any items removed will be considered after the motion to approve the Consent Agenda.

- 1. Accept and approve minutes from May board meeting(s)
- 2. Accept and approve monetary donations
- 3. Common Core Expenditure Plan

Motion:	Action:
Second:	Vote:

VI. ITEMS SCHEDULED FOR ACTION:

- 1. Accept and Approve LCAP for WCS & WCMS – S. Korvink

Motion:	Action:
Second:	Vote:

- 2. Accept and Approve 2014/15 budgets for WCS & WCMS – S. Korvink

Motion:	Action:
Second:	Vote:

- 3. Accept and Approve Independent Contractor Agreement between Westlake Charter School and K. Burwinkel – H. Gawlick

Motion:	Action:
Second:	Vote:

4. Appoint Executive Director and Chief Business Officer as Westlake Charter School's Real Property Negotiators for project located on the "Northborough School Site" (west of Maybrook Drive and south of Mabry Drive) – H. Gawlick

Motion:	Action:
Second:	Vote:

VII. DISCUSSION ITEMS

a. 2014-15 Board Calendar

VIII. CLOSED SESSION:

CONFERENCE WITH REAL PROPERTY NEGOTIATORS

GOVERNMENT CODE SEC. 54956.8

Property: Northborough school site (West of Maybrook Drive and South of Mabry Drive),
Sacramento, CA

Agency Negotiator: Kate Burwinkel , Executive Director and Steve Korvink, Chief
Business Officer

Negotiating Parties: Westlake Charter School, Natomas Unified School District

Under Negotiation: Terms and Conditions

IX. FUTURE AGENDA ITEMS

X. ADJOURNMENT AT



Westlake Charter Schools

Expanding Opportunities... Connecting Children to the World

June 12, 2014

Executive Director's Report

Dear Board Members and Community Members,

Our 2013-14 school year is drawing to a close and the WCS team has already been busy planning for August. We have orientation dates set for New Families and Middle School students on August 6th and 7th. We are also planning training sessions for our staff August 4th-12th. WAVE has partnered with WCS to offer a welcome back celebration on August 9th. More details about all of these events will be posted on our website and facebook page in the coming months.

Our enrollment numbers are looking good for next year! We still have a few openings in 6th grade. We are continuing outreach efforts and have had families dropping off applications. Our other grade levels are at full capacity and it's enabled us to kick-start planning for the expanding grade levels.

On the facility front, we anticipate construction on the Del Paso parking lot/playground to begin immediately after school gets out. This is great news! Unfortunately this will cause our parking lot to be off limits over the summer. Visitors will need to park across the street at the tennis courts during construction. We anticipate construction to be complete just prior to the first week of school. We will have access to our two additional classrooms on the Pebblewood Campus by the 1st of July. In addition, NUSD is exploring the ability to place a storage container on the Pebblewood Campus as well to mitigate some of our storage challenges

Another exciting opportunity is occurring this summer. Westlake Charter is hosting a weeklong Responsive Classroom Institute on our Del Paso Campus. Responsive Classroom is a teaching approach that Westlake Charter adopted several years ago. It is based on the premise that children learn best when they receive strategic support both academically and social-emotionally. Responsive Classroom provides weeklong trainings each summer to build expert skills in classroom management, social and emotional support, and how to build a positive classroom community. Six Westlake Charter teachers are attending this training along with teachers from around the country. We are lucky to have the opportunity to invest in this program further.

We have been finishing the year with many celebrations of learning! From the Wide Mouthed Frog, to a Spring Sing Spring, to Pioneer Day, the students have been busy! Our 8th grade students are participating in a Dinner and Dance on Saturday evening, followed by a Service Trip Monday and Tuesday to Santa Cruz. They will work in a Community Garden, visit UC Santa Cruz, camp, and visit the Boardwalk before coming home on Tuesday. Next Wednesday, Westlake Charter School will promote their first group of 8th grade students! All are welcome to join in the celebration, which will occur at 8:30 AM in the NP3 gym.

Field Day is also scheduled for the last day of school! Our Pebblewood Campus Field Day runs from 9:30 AM-12:30 PM. On our Del Paso Campus, festivities start at 9:30 AM. Dismissal Times are: Kindergarten 11:30 AM; 1st Grade 11:50 AM; 2nd Grade 12:00 PM; and 3rd/4th Grade 12:10 PM.

As I reflect on my time at WCS, I am indebted to so many people. WCS is successful is because of the wonderful people, community, and positive culture. The can-do attitude around here certainly defines our school. Over the past nine years, we have built a school of tremendous capacity. I am honored to have been a part of WCS' journey and I am thrilled to pass the torch onto John Eick. He is going to take the school to new heights! Next year brings much celebration! 10 years in operation! I look forward to hearing all about it!

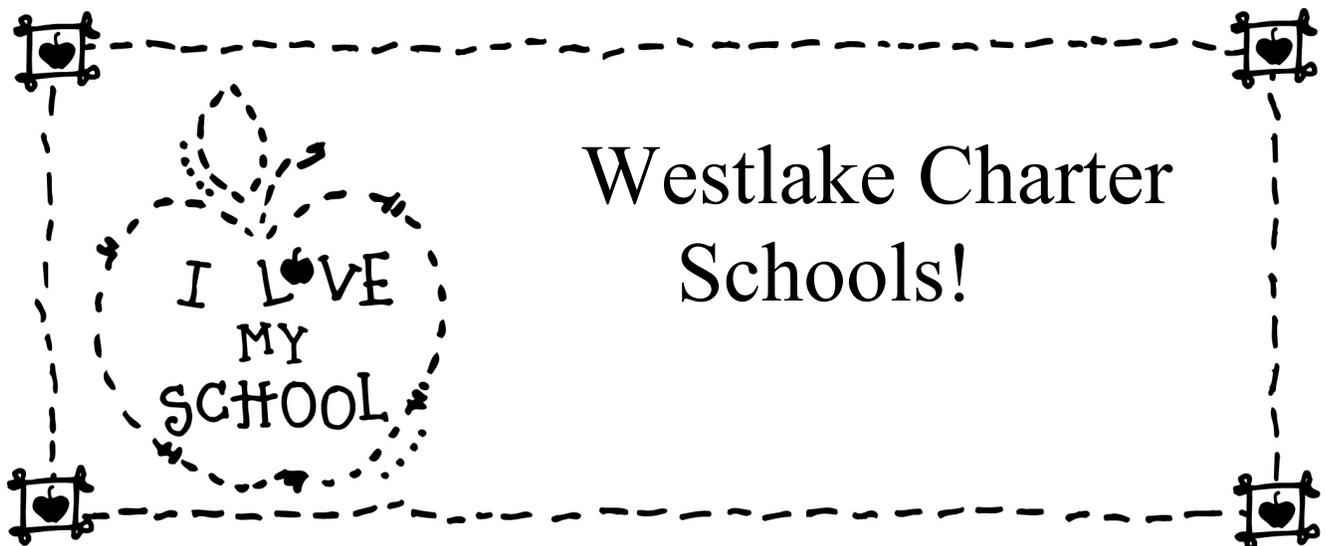
With Much Gratitude,

Kate Burwinkel

June 12, 2014
Christina Eick
Assistant Principal

Update

- NWEA Testing for 3rd Trimester ended this past Monday. Teachers have received their data reports and are finalizing end of the year report cards. We will be using this data to assist us in balancing classes for next year, as well as a tool to help us identify students who need to participate in Summer School. Students who score in the Far Below Basic Range on NWEA will receive an invitation to summer intervention. Teachers for summer school have been hired and are excited to invest in our students prior to the next school year. Summer School at WCS will occur July 28th-August 8th.
- Articulation days have been very busy and productive this month. Many thanks to the teaching staff for being so flexible. This month we have spent the early out Wednesdays preparing for next year, finalizing curriculum needs, organizing class formations, and creating scope and sequences. All of this while prepping for Open House and wrapping up the school year. The teaching staff at Westlake is beyond dedicated to our students and our school.
- Math Pilot: 1st and 4th grades will be piloting two Common Core aligned math programs next school year. Each teacher will be piloting McGraw Hill My Math and Pearson Envision Math for one trimester. Last month all teachers were invited to look over sample materials from four different math programs. Based on their feedback, the two piloting programs were chosen. Feedback from the piloting teachers will be used to make a decision about purchasing a new Common Core aligned math program for our K – 5th program.
- Also on the action agenda for tonight is the budget for next year, which includes the curriculum purchase for next year. The estimated cost for WCS includes materials for the two additional 3rd grade classes, one additional 4th grade class, and one additional 5th grade classes. The estimated cost for WCMS includes supplemental materials for 6th – 8th grades.



NWEA Mathematics								
Fall Testing Data		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Kindergarten	Mean RIT	148.8	149.8	147.7	147.5	151.6	154.9	152.1
	# of Students	60	59	59	60	100	110	105
1st Grade	Mean RIT	163.1	174.9	175.8	172.5	173.7	170.7	176.5
	# of Students	40	59	62	59	60	115	115
2nd Grade	Mean RIT	183.3	183.7	188.4	191.1	187	184	184.2
	# of Students	37	39	59	61	62	69	115
3rd Grade	Mean RIT	190.7	199.6	194.2	198.5	202	202	199.3
	# of Students	43	40	40	61	62	69	69
4th Grade	Mean RIT	201.1	202	207.7	209.8	211.5	211.2	210.6
	# of Students	40	42	52	57	117	88	87
5th Grade	Mean RIT		212.9	217.4	219.4	220	224.4	222.2
	# of Students		48	46	56	53	116	87

NWEA Reading								
Fall Testing Data		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Kindergarten	Mean RIT	147.1	149.2	148.4	148.6	150.4	152.5	152.1
	# of Students	49	60	59	59	100	111	105
1st Grade	Mean RIT	164.7	173.4	172.5	172.8	169.5	169.5	176.5
	# of Students	40	60	62	60	60	115	115
2nd Grade	Mean RIT	182.5	182.9	185.6	189	189.8	180.7	184.8
	# of Students	37	40	60	61	62	69	115
3rd Grade	Mean RIT	194.8	199	195.7	200	198.6	201.2	198.4
	# of Students	43	40	40	61	62	69	70
4th Grade	Mean RIT	199.2	204	207.8	206.6	210.5	206.2	208.9
	# of Students	41	46	52	57	116	88	87
5th Grade	Mean RIT		209.4	211.6	214.7	213.1	213.8	216.3
	# of Students		49	47	55	55	116	87

**Percentage of students in each category on NWEA Spring Testing
2013 - 2014**

Kindergarten	Lo %ile < 21	LoAvg %ile 21-40	AVG %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
Math	13%	11%	17%	23%	36%
Reading	7%	12%	21%	14%	46%
1st Grade	Lo %ile < 21	LoAvg %ile 21-40	AVG %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
Math	4%	8%	15%	24%	49%
Reading	4%	5%	9%	29%	53%
2nd Grade	Lo %ile < 21	LoAvg %ile 21-40	AVG %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
Math	12%	16%	20%	32%	20%
Reading	15%	24%	17%	23%	22%
3rd Grade	Lo %ile < 21	LoAvg %ile 21-40	AVG %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
Math	12%	14%	32%	22%	20%
Reading	12%	9%	19%	37%	23%
4th Grade	Lo %ile < 21	LoAvg %ile 21-40	AVG %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
Math	10%	21%	16%	19%	34%
Reading	7%	12%	15%	30%	36%
5th Grade	Lo %ile < 21	LoAvg %ile 21-40	AVG %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
Math	4%	6%	13%	20%	57%
Reading	2%	8%	24%	21%	44%
6th Grade	Lo %ile < 21	LoAvg %ile 21-40	AVG %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
Math	21%	18%	20%	20%	22%
Reading	16%	17%	24%	33%	11%
7th Grade	Lo %ile < 21	LoAvg %ile 21-40	AVG %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
Math	24%	17%	20%	20%	19%
Reading	22%	24%	19%	19%	17%
8th Grade	Lo %ile < 21	LoAvg %ile 21-40	AVG %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80
Math	12%	21%	25%	21%	21%
Reading	8%	15%	35%	29%	13%

Westlake Charter School

BOARD REPORT

June 12th, 2014

TOPIC/ AGENDA ITEM:

Consent: Accept and Approve Common Core Spending Plans

PERSONNEL INVOLVED:

S. Korvink

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

The school would like to present to the Board the expenditure plan for Common Core funds, as required under AB 86. Under AB 86, Common Core funds must be spent in 2013/14 and/or 2014/15. The plan has not adjusted since it was a Discussion Item on 5/19/2014.

<i>Westlake Charter School Common Core Plan Estimates</i>	
<i>Common Core Revenues</i>	<i>\$113,544</i>
<i>Common Core Expenditures</i>	
- <i>Supplies</i>	<i>\$30,895</i>
- <i>Inventoried Supplies</i>	<i>\$77,618</i>
- <i>Travel & Conference</i>	<i>\$1,248</i>
- <i>Professional Development/Consulting</i>	<i>\$3,783</i>
<i>Total Common Core Expenditure Estimates</i>	<i>\$113,544</i>

<i>Westlake Charter Middle School Common Core Plan Estimates</i>	
<i>Common Core Revenues</i>	<i>\$21,704</i>
<i>Common Core Expenditures</i>	
- <i>Supplies</i>	<i>\$17,293</i>
- <i>Inventoried Supplies</i>	<i>\$2,707</i>
- <i>Travel & Conference</i>	<i>\$1,704</i>
<i>Total Common Core Expenditure Estimates</i>	<i>\$21,704</i>

CHIEF BUSINESS OFFICIAL'S RECOMMENDATION:

I recommend approval.



Steve Korvink
Chief Business Official

Westlake Charter School

BOARD REPORT

June 12th, 2014

TOPIC/ AGENDA ITEM:

Action: Accept and Approve WCS' and WCMS' Local Control Accountability Plan (LCAP)

PERSONNEL INVOLVED:

S. Korvink

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

With the implementation of the Governor's Local Control Funding Formula at the onset of this school year, schools across California were given greater local control over the use of funds, in exchange for greater accountability. Part of this accountability comes through the adoption of the Local Control Accountability Plan (LCAP) which is before you tonight.

To provide the Board with some context on our process for building the LCAP's, below is a brief summary of activities which have preceded tonight's requested Action:

- *In regard to stakeholder engagement, defining goals and needs*
 - o *Strategic Planning Sessions and Board Meeting Updates*
 - o *Budget and Compensation Committee Meetings*
 - o *Survey's to all 5th-8th Graders, as well as Staff and our Community*
- *In regard to the development of the LCAP's*
 - o *Presentation of draft Goals during the April Board Meeting*
 - *Changes to goals were requested and incorporated into the subsequent iteration*
 - o *Presentation of draft LCAP during the May Board Meeting*
 - *No further comments or changes were requested on the draft LCAP*
 - o *Requested Action this evening of the formal LCAP*

CHIEF BUSINESS OFFICIAL'S RECOMMENDATION:

I recommend approval.



Steve Korvink
Chief Business Official



Westlake Charter Middle School
Local Control Accountability Plan (LCAP)
2014/15 Adoption; Plan year 1

Kate Burwinkel
Executive Director
Westlake Charter Middle School
Email: kburwinkel@westlakecharter.com
Phone: 916-928-3987

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

Introduction:
LEA:
Westlake Charter Middle School

Contact (Name, Title, Email, Phone Number):
Steve Korvink
Chief Business Officer
skorvink@westlakecharter.com
916-928-3987

LCAP Yr:
2014/15 Adoption

Westlake Charter Middle School inaugural year was 2011/12 and we currently educate students from Sacramento County. The school is committed to academic excellence; to the arts and technology; to the greater community; and to the development of each student’s physical well-being and full human potential. Westlake emphasizes high expectations for academic achievement where students will be immersed in a rigorous interdisciplinary liberal arts education program.

Since our inception, Westlake Charter has been one of the top-performing Middle Schools in the Natomas area. The school regularly seeks feedback from our parent community, and incorporates that feedback into the planning process – similar to what the LCAP is asking all California School Districts and LEA’s to now incorporate.

Westlake looks forward to continuing our dialogue with students, teachers, parents, community members and administration, as we seek to continue to provide academic excellence and improved outcomes, for all of our students.

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. As such, Westlake Charter Middle School formally supplements the LCAP with our Chartering documents, Board Policies, Strategic Plan, WCMS Facilities Master Plan Brief and, among other organizational documents, our School Accountability Report Cards (SARC’s).

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>As a Charter School, participation and involvement are an integral part of who we are. As an example, parents initially worked together to create the Charter documents, vision, mission of the school, and successfully petitioned the Natomas Unified School District for authorization.</p> <p>Today, the process of outreach, engagement, communication and consultation with our community remain as a core ideology. As a specific example, each year the school formally asks for parent and teacher feedback via multiple web-based surveys. The results of these formal surveys are reported publically to our Board, and the school takes this consultation into consideration which subsequently help form our priorities, goals and actions.</p> <p>In 2013/14, we used the information gathered from our stakeholders to adopt an update of our Strategic Plan and include components of the LCAP as part of that discussion. A broad cross-set of our community actively participated in the Strategic Planning process, including: Parents, Teachers, Board Members, School Administration, School Psychologist, Chief Business Officer, Operations Staff and more. To add to this planning process, and more specifically, the development of the LCAP, students were surveyed and asked to articulate additional supports they need in order to produce better outcomes.</p>	<p>The initial LCAP process folded in nicely with our Strategic Planning process, and the dialogue that occurred around student success.</p> <p>During the planning process our Core Values were refined, and assumptions were discussed that fell into five broad categories: Global; Educational; Student; Economic and Societal. The assumptions led to academic and program supports the school would need to provide, which in turn, lead to the development of our multi-year Strategic Plan and LCAP. As a specific example, through our collaborative process, we identified additional academic supports and interventions that would be required going forward to better serve the needs of our English-Learner and Special Education populations.</p>

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

The state priorities are Categorized (A – C) below for planning purposes. Each Category has Local Priorities, which in total, support the LCAP. WCMS' goals, actions, measurable outcomes, baseline levels, methods of measurement, and listing and description of expenditures are included for each Category and associated items.

From a qualitative standpoint, WCMS will predominantly use California Standardized Tests (such as the CAASPP) and Northwest Evaluation Association's (NWEA) data. WCMS has been using NWEA to assess our students for several years, with assessments occurring – at all grade levels, and for all students – three times a school-year. From this vantage point, we've been able to gather a broad-set of data from which we can compare longitudinal academic achievement.

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)		School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)			Related State and Local Priorities
		LCAP Year 2: 2015/16	LCAP Year 3: 2016/17						
Teaching staff need valid CA Teaching Credentials with appropriate English learner authorizations.	Initial and annual verification of core teacher credentials as reported by the CA Commission on Teacher Credentialing; Mandated reports filed with authorizing District; Annual publication of School Accountability Report Card.	Core teachers will hold a valid CA Teaching Credential and are appropriately assigned with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. This goal is intended to support all students.	All	All		Over the past five years, 100% of core teachers held valid CA Teaching Credentials with appropriate English learner authorization	All students will have access to core teachers who hold a valid CA Teaching Credentials. Students will benefit by continuing to have access to certified, credentialed teachers.	All students will have access to core teachers who hold a valid CA Teaching Credentials. Students will benefit by continuing to have access to certified, credentialed teachers.	State Priority #1 - Basic Services. Local Priority: Teacher Certification

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
Pupils need access to standards-aligned instructional materials.	Executive Director or designee will review and plan-for the purchase of instructional materials.	Pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition. This goal is intended to support all students.	All	All		Pupils have had access to standards, or charter-aligned materials.	Instructional materials will be aligned to CA Common Core State Standards and/or aligned with our charter petition. Students will benefit by continuing to have access to high-quality, standards-aligned materials.	Instructional materials will be aligned to CA Common Core State Standards and/or aligned with our charter petition. Students will benefit by continuing to have access to high-quality, standards-aligned materials.	State Priority #1 - Basic Services. Local Priority: High-Quality Instructional Materials

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		LCAP Year 2: 2015/16	LCAP Year 3: 2016/17						
Pupils need access to clean, safe, high-quality facilities.	Annual site inspection and FIT report prepared by NUSD; Intended as a visual inspection tool, fifteen components are evaluated as a part of the FIT. Additionally, the FIT includes a rating system to evaluate each component, and ranks the overall condition of the school.	Maintain a clean, safe, high-quality school facility in partnership with District who serves as our facility lessor. This goal is intended to support all students.	All	All		The large majority of our facilities qualify as 'Good'. Facility-related issues that are rated below 'Good' are, or will be as they arise, on file with NUSD.	The large majority of our facilities qualify as 'Good'. Facility-related issues that are rated below 'Good' are, or will be as they arise, on file with NUSD. Students and staff will benefit by having access to clean, safe, high-quality learning environments.	The large majority of our facilities qualify as 'Good'. Facility-related issues that are rated below 'Good' are, or will be as they arise, on file with NUSD. Students and staff will benefit by having access to clean, safe, high-quality learning environments.	State Priority #1 - Basic Services. Local Priority: Safe, Clean, High-Quality School Facilities

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
Teachers, certificated administrators and staff need Professional Development, and as it relates to Certificated staff, Professional Development on CA CCSS and Project Based Learning.	Professional Development calendar and rosters will evidence participation by teachers and staff in professional development activities.	Teachers and certificated administrators will participate in annual professional development on the implementation of CA Common Core State Standards (CA CCSS). Staff will receive Professional Development as it relates to their position. This goal is intended to support all students.	All	All		Insight Education Group provided training in 13/14. Professional Development included Curriculum Development, Design and Instruction, and Implementation. Staff will receive Professional Development from a variety of educational entities including: SCOE, SSC, CCSA, CSDC, and YMC.	WCMS will participate in curricular trainings provided as needed. Students will benefit from staff who have exposure to Best Practices.	WCMS will participate in curricular trainings provided as needed. Students will benefit from staff who have exposure to Best Practices.	State Priority #2 - Implementation of CC Standards. Local Priority: CCSS Implementation

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)		School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
Staff need tools to assess EL students to appropriately support their learning needs.	EL student performance on the MAPP statewide assessments; CELDT/ELPAC Assessments; teacher assessments; NWEA assessments, API subgroup scores, and annual report cards	EL students will make progress towards meeting academic content knowledge through the implementation of the CA CCSS. This goal is intended to support EL students.	EL	All		The 2013 API for WCMS' EL Student population was 751, and we are approaching the state-level requirement of 800.	WCMS will continue to monitor progress of EL students using NWEA data. Students will benefit from additional support and use of data to drive instructional decisions.	WCMS will continue to monitor progress of EL students using NWEA data. Students will benefit from additional support and use of data to drive instructional decisions.	State Priority #2 - Implementation of CC Standards. Local Priority: EL Students & Academic Content Knowledge

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
EL students may require additional support to make progress towards reaching English language proficiency.	Student performance on CELDT/ELPAC Assessment, reclassification documentation; support documentation/information from NUSD.	EL students will make progress towards English language proficiency. This goal is intended to support EL students.	EL	All		Organization wide, in 2013, approximately 16% of our EL students were reclassified and reached English language proficiency. As a data point: in 2013/14 we assessed 124 students, and in 2012/13 we reclassified 20. In the Spring of 2013/14, NUSD will send WCMS a listing of additional students who require service.	WCMS will continue to monitor progress of EL students using NWEA and other data. Students will benefit from our interventions and academic support model.	WCMS will continue to monitor progress of EL students using NWEA and other data. Students will benefit from our interventions and academic support model.	State Priority #2 - Implementation of CC Standards. Local Priority: EL Students & English Language Proficiency

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
Students need access to core and specialty subject matters.	Student, teacher, course, and grade level schedules, as well as PowerSchool reports.	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to our academic and educational programs.	All	All		In 2013, 100% of students including all student subgroups, unduplicated students, and students with exceptional needs, enrolled in the academic program as outlined in the school's charter	WCMS will continue to monitor student access to core and non-core courses. Students will benefit by having access to a wide array of courses and content exposure.	WCMS will continue to monitor student access to core and non-core courses. Students will benefit by having access to a wide array of courses and content exposure.	State Priority #7 - Course Access Local Priority: Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)	Description of Goal	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
		Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)			LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	
Students need to be proficient in English Language Arts/Literacy and Mathematics	DataQuest; CAASPP Score reports; NWEA test results, Teacher observations, Pre and post unit test results, Unit assessments, Assignment & project rubrics. Since the CAASPP assessment model is new, the School is initially proposing a conservative performance-level target.	The majority of all students at every applicable grade level, including all student subgroups, make progress towards scoring proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics. This goal is intended for all students.	All	All		2013 API Growth results show that all statistically identified sub-groups met their annual growth target objectives.	WCMS will continue to monitor academic progress. Students will benefit by being proficient in a variety of subject matters, and specifically, ELA and Mathematics.	WCMS will continue to monitor academic progress. Students will benefit by being proficient in a variety of subject matters, and specifically, ELA and Mathematics.	State Priority #4 - Student Achievement. Local Priority: Student ELA and Mathematics Literacy

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)		School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
		Student sub-groups need to achieve the annual API Growth Target or equivalent as mandated by the CA State Board of Education.	DataQuest summary and API Reports or equivalent as determined by the CA Department of Education.						

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)	Description of Goal	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
		Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)			LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	
EL students need to make progress towards achieving English language proficiency.	CELDT/ELPAC Score Reports; EL Reclassification documentation maintained by ELPAC/CELDT Coordinator; CUM files in conjunction with and annual report cards	EL students will make progress towards advancing performance levels per the CELDT/ELPAC each academic year. This goal is intended to support EL students.	EL	All		WCMS implemented a process whereby longitudinal data and results were collected, to help monitor year/year performance and language proficiency. This summarized information is used for intervention purposes, as well as data reporting.	WCMS will continue to monitor academic progress. EL Students will benefit by becoming proficient in the English language.	WCMS will continue to monitor academic progress. EL Students will benefit by becoming proficient in the English language.	State Priority #4 - Student Achievement. Local Priority: EL Proficiency Rates

		Goals			What will be different/improved for students? (based on identified metric)				
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Students need to make progress towards grade level proficiency in English Language Arts/Literacy.	Staff will measure student progress using the following: NWEA, DataQuest; CAASPP test results, pre and post unit testing, spelling inventories, student writing journals and assignments, teacher observation of students.	Charter School students, including student subgroups, will make progress towards demonstrating grade level proficiency in English Language Arts/Literacy.	All	All		69% of Westlake's student population, including 68% of Socioeconomically Disadvantaged and 27% of Students with Disabilities scored proficient or above in ELA in 12/13 (edData).	WCMS will continue to monitor academic progress. Students who do not meet proficiency targets will benefit from having differentiated support.	WCMS will continue to monitor academic progress. Students who do not meet proficiency targets will benefit from having differentiated support.	State Priority #8 - Pupil Outcomes. Local Priority: English language (grade-level proficiency)

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Students need to make progress towards grade level proficiency in Mathematics.	Staff will measure student progress using the following: NWEA, DataQuest; CAASPP test results, pre and post unit testing, spelling inventories, student writing journals and assignments, teacher observation of students.	Charter School students, including student subgroups, will make progress towards demonstrating grade level proficiency in Mathematics.	All	All		55% of Westlake's student population, including 50% of Socioeconomically Disadvantaged and 13% of Students with Disabilities scored proficient or above in Mathematics in 12/13 (edData).	WCMS will continue to monitor academic progress. Students who do not meet proficiency targets will benefit from having differentiated support.	WCMS will continue to monitor academic progress. Students who do not meet proficiency targets will benefit from having differentiated support.	State Priority #8 - Pupil Outcomes. Local Priority: Mathematics (grade-level proficiency)

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
Students need instructional exposure to foreign language, history, civics and social science.	Master schedules, teacher schedules, thematic units, project based learning outcomes.	Charter School students, including student subgroups, will have instructional exposure to foreign language, history, civics and social science, as appropriate to their grade-level.	All	All		100% of students have instructional exposure of history, civics and social science, as appropriate to their grade-level.	WCMS will monitor student course access. Students will benefit from broad exposure and access to foreign language, history, civics and social sciences.	WCMS will monitor student course access. Students will benefit from broad exposure and access to foreign language, history, civics and social sciences.	State Priority #8 - Pupil Outcomes. Local Priority: Foreign Language, History, Civics and Social Science (grade-level proficiency)

		Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	
The School needs to remain connected to our parent community.	As evidenced by website postings, flyers, participation list, annual parent survey, co-sponsored events and communications	The School will maintain a list of parent volunteer activities and support the efforts of our parent association. This goal is intended to support all students.	All	All		Parent participation activities are maintained on the school website and in the school office. The school facilitates the efforts of our parents at Board Meetings, and through the website, flyers, newsletters, and ConnectEd messages.	It is expected that the school will continue to manage and monitor this goal. Students will benefit from parent/guardian participation in their school.	It is expected that the school will continue to manage and monitor this goal. Students will benefit from parent/guardian participation in their school.	State Priority #3 - Parental Involvement. Local Priority: Parent Participation

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The school needs to collect data from stakeholders to help drive decisions.	The school will conduct surveys. Summarized results will be shared with Board members, parents and staff.	The school will solicit parent feedback via annual surveys, and over time, look to maintain the percentage of parents participating in the annual survey. This goal is intended to support all students.	All	All		Organization-wide, 27% of parents completed the 2013-14 Parent Survey.	The school will continue to manage and monitor this goal. Students will benefit from feedback provided by their parents/guardians which may lead to school improvements.	The school will continue to manage and monitor this goal. Students will benefit from feedback provided by their parents/guardians which may lead to school improvements.	State Priority #3 - Parental Involvement. Local Priority: Annual Parent Surveys

		Goals			What will be different/improved for students? (based on identified metric)				
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Students need to attend school in order to achieve academic success.	Periodic and Annual ADA reports; Periodic attendance updates to families reminding them of the importance of school attendance as the primary way of learning and success; Periodic attendance report updates to the Board; Usage of technologies and processes to manage attendance such as SARB and other software; Participation in nationwide events, such as attendance awareness month.	The School will maintain an Average Daily Attendance (ADA) rate of greater than 95%. This goal is intended to support all students.	All	All		Prior-year P-2 ADA reports have consistently shown that the school can achieve a greater than 97% ADA.	The school will continue to manage and monitor this goal. Students benefit academically and socially through increased school attendance.	The school will continue to manage and monitor this goal. Students benefit academically and socially through increased school attendance.	State Priority #5 - Student Engagement. Local Priority: Student Attendance

		Goals			What will be different/improved for students? (based on identified metric)				
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The school needs to monitor students who are at risk of becoming chronic absentees.	End of term absence and tardy reports from our student information system. Periodic attendance updates to families reminding them of the importance of school attendance as the primary way of learning and success. Evidence of success, is determined by monthly, quarterly, and annual attendance reports.	95% of students will have fewer than eighteen absences in any school year. This goal is intended to support all students.	All	All		In 2012/13, our most recent full, school-year, 99% of students had fewer than ten full-day absences in any school year.	The school will continue to manage and monitor this goal. Students benefit academically and socially through increased school attendance.	The school will continue to manage and monitor this goal. Students benefit academically and socially through increased school attendance.	State Priority #5 - Student Engagement. Local Priority: Mitigating Chronic Student Absenteeism

		Goals			What will be different/improved for students? (based on identified metric)				
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The school needs to monitor students at-risk for dropping out.	End of term absence and tardy reports from our student information system. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Evidence of success, is determined by monthly, quarterly, and annual attendance reports.	95% of the school's students will remain in school and not dropout.	All	All		The school is not aware of any dropouts since its inception. Information on students who transfer out of the school is kept in PowerSchool.	The school will continue to manage and monitor this goal. Students benefit academically and socially by staying in school.	The school will continue to manage and monitor this goal. Students benefit academically and socially by staying in school.	State Priority #5 - Student Engagement. Local Priority: Mitigating Drop-outs

		Goals			What will be different/improved for students? (based on identified metric)				
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The school must monitor and address behavior that leads to suspension.	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence.	The school will maintain an annual suspension rate of less than 6%. This goal is intended to support all students.	All	All		In reviewing historical SARC data, the school has consistently maintained a suspension rate below our stated goal.	The school will continue to manage and monitor this goal. Students benefit academically and socially by building positive behaviors habits.	The school will continue to manage and monitor this goal. Students benefit academically and socially by building positive behaviors habits.	State Priority #6 - School Climate. Local Priority: Pupil Suspension Rates

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
The school must monitor and address behavior that leads to expulsions.	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence.	The school will maintain an annual expulsion rate of less than 4%. This goal is intended to support all students.	All	All		In reviewing historical SARC data, the school has consistently maintained an expulsion rate below our stated goal.	The school will continue to manage and monitor this goal. Students benefit academically and socially by building positive behaviors habits.	The school will continue to manage and monitor this goal. Students benefit academically and socially by building positive behaviors habits.	State Priority #6 - School Climate. Local Priority: Pupil Expulsion Rates

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
Staff and students need proper training on school safety measures.	Copy of School Safety Plan, Professional Development agenda and annual drill calendars.	The school, students and staff will adhere to the School Safe Plan. This goal is intended to support all students.	All	All		In 2013/14, school staff participated in First Aid & CPR training. In 2012/13, 8 fire drills were conducted, as were 2 off-site (campus evacuation) safety drills.	The school will continue to manage and monitor this goal. Students will benefit by being aware of the school's safety plan and procedures.	The school will continue to manage and monitor this goal. Students will benefit by being aware of the school's safety plan and procedures.	State Priority #6 - School Climate. Local Priority: School Safety and Connectedness Measures

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
GATE-identified students need academically appropriate support.	GATE program schedules; Newsletters/information sent home to parents describing GATE program activities.	GATE-identified students, will participate in GATE-cluster (or similar) program instruction.	GATE	All		In 2013/14 GATE-identified students received pull-out support and participated in our GATE cluster program.	The school will continue to manage and monitor this goal. Students will benefit from exposure to GATE-aligned instruction.	The school will continue to manage and monitor this goal. Students will benefit from exposure to GATE-aligned instruction.	State Priority #4 - Student Achievement. Local Priority: GATE Student Support

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
EL students need academically appropriate support.	Monthly Instructional Aide schedules which detail classroom support; ROAR schedules, intervention materials and Summer School interventions.	EL students will receive intervention support through our instructional model.	EL	All		Students who qualified (based on NWEA and Teacher referrals) for intervention (ROAR, pull-out) received support.	The school will continue to manage and monitor this goal. Students will benefit from targeted intervention support.	The school will continue to manage and monitor this goal. Students will benefit from targeted intervention support.	State Priority #4 - Student Achievement. Local Priority: EL Student Support

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
Students need exposure to and a greater understanding of a board set of cultures, background and ethnicities.	Verification if Global Mindedness is incorporated into our academic program, classroom activities and lesson plans. Participation of families and our students at our annual International Festival.	Students, including student subgroups, will receive instruction that takes into consideration WCMS' approach Global Mindedness.	All	All		Global Mindedness is a Core Value of WCMS and is expressed through different academic channels. An increased focus on different cultures and cultural understandings was emphasized in 2013/14.	The school will continue to manage and monitor this goal. Students will benefit from an increased understanding of different cultures and viewpoints.	The school will continue to manage and monitor this goal. Students will benefit from an increased understanding of different cultures and viewpoints.	State Priority #5 - Student Engagement. Local Priority: Cultural Diversity

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?

Sub-Group Reporting Requirements

Per Education Code 52052 and data pulled from CALPADS for the 2013/14 Academic Year, Westlake Charter Middle School will provide targeted goals for all pupils (“all students”) as noted in the LCAP, and the following subgroups (which, unless noted otherwise, are encapsulated in “all students”):

- Free & Reduced Price Meal
- English Learners
- Gifted and Talented Education
- Special Education
- Socio-Economically Disadvantaged
- Ethnicity, per EC 52052: Asian; Black or African American; White; Hispanic/Latino; Two or More Race Categories

It should be noted that students not in the six (6) categories above, will still receive benefits under Westlake’s LCAP, through the actions listed in this planning document.

Budgetary Expenditures & Projections

Per SBE guidelines, the school must reference all fund sources used to support actions and services. The school uses Fund 09 as the fund source for all actions and services to support the goals and actions outlined in the LCAP. Further, the school uses the California School Accounting Manual as required by the LCAP requirements, reports our expenditures using the Standardized Account Code Structure, and receives an independent annual audit of our financial statements and internal controls. Additional details on the listing and description of expenditures to support these goals can be found in Section 2.

It is anticipated that actions performed and services provided in each year (and are projected to be provided in outgoing years) will continue to be found largely in the school’s salary, benefit, supply and professional services budget lines, and can be further identified in the school’s annual adopted budget.

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.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
Core teachers will hold a valid CA Teaching Credential and are appropriately assigned with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. This goal is intended to support all students.	State Priority #1 - Basic Services. Local Priority: Teacher Certification	Core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Business Office will maintain a management system for reviewing credential status.	LEA-Wide		Salary, benefit and associated certificated and classified back-office support relating to the hiring and monitoring of credentials and NCLB/HQT compliance. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
Pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition. This goal is intended to support all students.	State Priority #1 - Basic Services. Local Priority: High-Quality Instructional Materials	Instructional materials will be aligned to CA Common Core State Standards and/or aligned with our charter petition and instructional model.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures relating to the purchasing of instructional materials, as well as the cost of the instructional materials (Supplies and Inventoried Supplies). Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
Maintain a clean, safe, high-quality school facility in partnership with District who serves as our facility lessor. This goal is intended to support all students.	State Priority #1 - Basic Services. Local Priority: Safe, Clean, High-Quality School Facilities	Daily general cleaning by custodial staff will maintain campus cleanliness; Annual facility inspections conducted by our facility lessor will screen for safety hazards; WCMS will file facility issues with NUSD per our MOU.	LEA-Wide		Salary, benefit and associated certificated and classified back-office support relating to the maintenance of a clean and safe school facility. District Direct Cost Fees (MOU Fees) associated with the rent and repair of the facilities. Utilities and other costs associated with the maintenance and upkeep of the facility. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
Teachers and certificated administrators will participate in annual professional development on the implementation of CA Common Core State Standards (CA CCSS). Staff will receive Professional Development as it relates to their position. This goal is intended to support all students..	State Priority #2 - Implementation of CC Standards. Local Priority: CCSS Implementation	Identify and participate in intensive professional development and trainings on the CA Common Core State Standards and Technology in Teaching and Learning. Participate in SCOE, SSC, CCSA, CSDC, YMC and other trainings as needed.	LEA-Wide		Salary, benefit and associated certificated and classified back-office support expenditures relating to the research, purchase and implementation of Common Core standards. Professional Development services, and subsequent staff time (salaries and benefits) associated with the implementation of these standards. PD costs for attending seminars and events. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
EL students will make progress towards meeting academic content knowledge through the implementation of the CA CCSS. This goal is intended to support EL students.	State Priority #2 - Implementation of CC Standards. Local Priority: EL Students & Academic Content Knowledge	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. While the goal applies to EL students, students in other subgroups, may receive the benefit of increased actions.	LEA-Wide		Salary, benefit and associated certificated and classified back-office, as well as supply, inventoried supply and textbooks expenditures relating to the actions as outlined. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
EL students will make progress towards English language proficiency. This goal is intended to support EL students.	State Priority #2 - Implementation of CC Standards. Local Priority: EL Students & English Language Proficiency	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. While the goal applies to EL students, students in other subgroups, may receive the benefit of increased actions.	LEA-Wide		Salary, benefit and associated certificated and classified back-office, as well as supply, inventoried supply and textbooks expenditures relating to the actions as outlined. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to our academic and educational programs.	State Priority #7 - Course Access Local Priority: Course Access	All academic content areas will be available to all students, including student subgroups, as appropriate by grade-level.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures relating to the execution of the actions aligned to the goal. Supplies, Inventoried Supplies, Curriculum, Textbooks and Professional Development services and other costs associated with the implementation of these standards. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
The majority of all students at every applicable grade level, including all student subgroups, make progress towards scoring proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics. This goal is intended for all students.	State Priority #4 - Student Achievement. Local Priority: Student ELA/Literacy and Mathematics	Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned instructional materials; continuance of our ROAR Intervention program to assist at-risk students; use of instructional technology in the area of mathematics; teacher assistants in classrooms to support instruction and student learning. While the goal applies to EL students, students in other subgroups, may receive the benefit of increased actions.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply, inventoried supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
Students will make progress towards meeting the annual API Growth Target, or equivalent.	State Priority #4 - Student Achievement. Local Priority: Student Achievement	Classroom instruction will incorporate testing strategies supporting CAASPP; Intervention strategies to support academic targets.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply, inventoried supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
EL students will make progress towards advancing performance levels per the CELDT/ELPAC each academic year. This goal is intended to support EL students.	State Priority #4 - Student Achievement. Local Priority: EL Proficiency Rates	EL students will receive in-class instructional support which may include 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies. While the goal applies to EL students, students in other subgroups, may receive the benefit of increased actions.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply, inventoried supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

	Goals				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)?		
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
Charter School students, including student subgroups, will make progress towards demonstrating grade level proficiency in English Language Arts/Literacy.	State Priority #8 - Pupil Outcomes. Local Priority: English language (grade-level proficiency)	Execution on Instructional Pillars which facilitate educational model. Instructional Pillars include: Our Place in a Global World, Enriched Educational Opportunities, Teachers As Designers and Personalization, which is defined as our commitment to offering a learner-centered program that is project-based, thematic, and includes differentiated strategies to learning, as specific to this goal.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures relating to the execution of the actions aligned to the goal. Supplies, Inventoried Supplies, Curriculum, Textbooks and Professional Development services and other costs associated with the implementation of these standards. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
Charter School students, including student subgroups, will make progress towards demonstrating grade level proficiency in Mathematics.	State Priority #8 - Pupil Outcomes. Local Priority: Mathematics (grade-level proficiency)	Execution on Instructional Pillars which facilitate educational model. Instructional Pillars include: Our Place in a Global World, Enriched Educational Opportunities, Teachers As Designers and Personalization, which is defined as our commitment to offering a learner-centered program that is project-based, thematic, and includes differentiated strategies to learning, as specific to this goal.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures relating to the execution of the actions aligned to the goal. Supplies, Inventoried Supplies, Curriculum, Textbooks and Professional Development services and other costs associated with the implementation of these standards. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
Charter School students, including student subgroups, will have instructional exposure to foreign language, history, civics and social science, as appropriate to their grade-level.	<p>State Priority #8 - Pupil Outcomes.</p> <p>Local Priority: Foreign Language, History, Civics and Social Science (grade-level proficiency)</p>	<p>Execution on Instructional Pillars which facilitate educational model. Instructional Pillars include: Our Place in a Global World, Enriched Educational Opportunities, Teachers As Designers and Personalization, which is defined as our commitment to offering a learner-centered program that is project-based, thematic, and includes differentiated strategies to learning, as specific to this goal.</p>	LEA-Wide		<p>Salary, benefit and associated certificated and classified back-office expenditures relating to the execution of the actions aligned to the goal. Supplies, Inventoried Supplies, Curriculum, Textbooks and Professional Development services and other costs associated with the implementation of these standards. Expenditures will be made from Fund 09.</p>	<p>Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.</p>	<p>Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.</p>

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
The School will maintain a list of parent volunteer activities and support the efforts of our parent association. This goal is intended to support all students.	State Priority #3 - Parental Involvement. Local Priority: Parent Participation	School administration will work with the WAVE to recruit parents to the WAVE via the School website, flyers, classroom newsletters, ConnectEd messages and parent meetings. The School will maintain a list of opportunities for parent participation and co-sponsor opportunities with our parent participation group. The School shall facilitate the efforts of WAVE at Board meetings, parent events and through the School website, flyers, newsletters, and ConnectEd messages.	LEA-Wide		Salary, benefit and associated certificated and classified back-office relating to the actions as outlined. Overall limited expenditures to achieve this goal, but mostly associated with school:parent outreach and communications associated with WAVE activities. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
The school will solicit parent feedback via annual surveys, and over time, look to maintain the percentage of parents participating in the annual survey. This goal is intended to support all students.	State Priority #3 - Parental Involvement. Local Priority: Annual Parent Surveys	Annually, school administration will conduct school and classroom assessments to generate strategies for improvement. Summarized results of surveys will be presented to the Board of Directors for discussion and possible implementation.	LEA-Wide		Salary, benefit and associated certificated and classified back-office, as well as supply costs to conduct surveys relating to the actions as outlined. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

Goal (Include and identify all goals from Section 2)	Goals			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)?		
	Related State and Local Priorities (From Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)		LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
The School will look to maintain an Average Daily Attendance (ADA) rate of greater than 95%. This goal is intended to support all students.	State Priority #5 - Student Engagement. Local Priority: Student Attendance	Charter School will provide a safe and engaging learning environment for all its students. In addition, the school will make attendance a frequent conversation amongst our stakeholders.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
95% of students will have fewer than eighteen absences in any school year. This goal is intended to support all students.	State Priority #5 - Student Engagement. Local Priority: Mitigating Chronic Student Absenteeism	Parents will be informed of excused absences, unexcused absences, truancy and chronic truancy as appropriate, and may be required to meet with Administration, and/or participate in the SARB process.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
95% of the school's students will remain in school and not dropout.	State Priority #5 - Student Engagement. Local Priority: Mitigating Drop-outs	Parents will be informed of excused absences, unexcused absences, truancy and chronic truancy as appropriate, and may be required to meet with Administration, and/or participate in the SARB process.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
The school will maintain an annual suspension rate of less than 6%. This goal is intended to support all students.	State Priority #6 - School Climate. Local Priority: Pupil Suspension Rates	Executive Director and Administration, Faculty, and Staff will work with teachers and families to manage student behavior issues and concerns.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
The school will maintain an annual expulsion rate of less than 4%. This goal is intended to support all students.	State Priority #6 - School Climate. Local Priority: Pupil Expulsion Rates	Executive Director and Administration, Faculty, and Staff will work with teachers and families to manage student behavior issues and concerns.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

	Goals				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)?		
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
The school, students and staff will adhere to the School Safe Plan. This goal is intended to support all students.	State Priority #6 - School Climate. Local Priority: School Safety and Connectedness Measures	Annually, school employees will be trained on the elements of the School Safe Plan. Students will participate in monthly Fire drills and periodic Earthquake and off-site (campus evacuation) safety drills	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

	Goals				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)?		
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
GATE-identified students, will participate in GATE-cluster (or similar) program instruction.	State Priority #4 - Student Achievement. Local Priority: GATE Student Support	Certificated resources collaborate around GATE academic support, and we hire staff to provide intervention support to our GATE students. We retain program flexibility in being able to offer innovate, compelling projects for our GATE students.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
EL students will receive intervention support through our instructional model.	State Priority #4 - Student Achievement. Local Priority: EL Student Support	Certificated resources collaborate around EL academic support, and we hire staff to provide intervention support to our EL students. We retain program flexibility in being able to offer innovate, compelling projects for our EL students.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
Students, including student subgroups, will receive instruction that takes into consideration WCMS' approach Global Mindedness.	State Priority #5 - Student Engagement. Local Priority: Cultural Diversity	Teacher articulations will incorporate more discussion on Global Mindedness and its incorporation into grade-level lesson plans. School Administration will make Global Mindedness a discussion item during staff meetings, and potentially evaluations. Teachers regularly incorporate continent studies into classroom lessons. WCMS' Strategic Plan (adopted in 2013/14) adds greater emphasis on making this an academic priority.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

- 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.

Actions are listed in Section 2, for all students and subgroups.

- 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.)

Supplemental funds for low income pupils, foster youth and English learners will generate improved services based on at least the proportional increase in supplemental funds (estimated to be 2.44% as of 2nd Interim 2013/14 and based on data generated by School Services) and in accordance with 5 CCR 15496 – through ongoing parent/student outreach and our strategic academic support model (instructional aide support [ROAR], pull-out support, etc.), and as identified in Section 2.

The school fully expects to expend supplemental resources on support activities as outlined in this document and our supplementary materials. The school also expects that funds which are used to support charterwide activities – such as the acquisition of additional technology, the implementation of our instructional pillars and intervention models – are the most effective use of funds and will ultimately benefit our goals for unduplicated pupils 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.

The school intends to expend supplemental funds (estimated to be 2.44% as of 2nd Interim 2013/14 and based on data generated by School Services) on a charterwide manner, to support the actions that will ultimately serve low-income, English learner, and/or foster your pupils. Services for low-income, foster youth and English Learners will be improved by at least the proportion of funding provided pursuant to 5 CCR 15496(a)(7). An example of this increased support, program expenditures which support our intervention, instructional aide and curricular programs can be found in the school's salary, benefit, supply and professional services budget lines. Further evidence of our ability to exceed the proportionality percentage is supported by our Coordinator of Special Programs TOSA position - which is charged with leading the school's EL, CELDT and intervention programs – as well as our pull-out and intervention schedules.

The use of supplemental funds on a charterwide manner is the most effective use of these resources as it allows us to provide flexible, yet targeted academic, program and intervention support when needed, as needed, to achieve organizational goals as outlined in this plan document.

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.



Westlake Charter School
Local Control Accountability Plan (LCAP)
2014/15 Adoption; Plan year 1

Kate Burwinkel
Executive Director
Westlake Charter School
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Phone: 916-928-3987

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

Introduction:

LEA:

Westlake Charter School

Contact (Name, Title, Email, Phone Number):

Steve Korvink

Chief Business Officer

skorvink@westlakecharter.com

916-928-3987

LCAP Yr:

2014/15 Adoption

Westlake Charter School was founded in 2005 and educates students from Sacramento County. The school is committed to academic excellence; to the arts and technology; to the greater community; and to the development of each student’s physical well-being and full human potential. Westlake emphasizes high expectations for academic achievement where students will be immersed in a rigorous interdisciplinary liberal arts education program.

Since our inception, Westlake Charter has been one of the top-performing Elementary Schools in the Natomas area, and in recent years, has scored as one of the top-ten Elementary Schools in Sacramento County. The school regularly seeks feedback from our parent community, and incorporates that feedback into the planning process – similar to what the LCAP is asking all California School Districts and LEA’s to now incorporate.

Westlake looks forward to continuing our dialogue with students, teachers, parents, community members and administration, as we seek to continue to provide academic excellence and improved outcomes, for all of our students.

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. As such, Westlake Charter School formally supplements the LCAP with our Chartering documents, Board Policies, Strategic Plan, WCS Facilities Master Plan Brief and, among other organizational documents, our School Accountability Report Cards (SARC’s).

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>As a Charter School, participation and involvement are an integral part of who we are. As an example, parents initially worked together to create the Charter documents, vision, mission of the school, and successfully petitioned the Natomas Unified School District for authorization.</p> <p>Today, the process of outreach, engagement, communication and consultation with our community remain as a core ideology. As a specific example, each year the school formally asks for parent and teacher feedback via multiple web-based surveys. The results of these formal surveys are reported publically to our Board, and the school takes this consultation into consideration which subsequently help form our priorities, goals and actions.</p> <p>In 2013/14, we used the information gathered from our stakeholders to adopt an update of our Strategic Plan and include components of the LCAP as part of that discussion. A broad cross-set of our community actively participated in the Strategic Planning process, including: Parents, Teachers, Board Members, School Administration, School Psychologist, Chief Business Officer, Operations Staff and more. To add to this planning process, and more specifically, the development of the LCAP, students were surveyed and asked to articulate additional supports they need in order to produce better outcomes.</p>	<p>The initial LCAP process folded in nicely with our Strategic Planning process, and the dialogue that occurred around student success.</p> <p>During the planning process our Core Values were refined, and assumptions were discussed that fell into five broad categories: Global; Educational; Student; Economic and Societal. The assumptions led to academic and program supports the school would need to provide, which in turn, lead to the development of our multi-year Strategic Plan and LCAP. As a specific example, through our collaborative process, we identified additional academic supports and interventions that would be required going forward to better serve the needs of our English-Learner and Special Education populations.</p>

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

The state priorities are Categorized (A – C) below for planning purposes. Each Category has Local Priorities, which in total, support the LCAP. WCS' goals, actions, measurable outcomes, baseline levels, methods of measurement, and listing and description of expenditures are included for each Category and associated items.

From a qualitative standpoint, WCS will predominantly use California Standardized Tests (such as the CAASPP) and Northwest Evaluation Association's (NWEA) data. WCS has been using NWEA to assess our students for several years, with assessments occurring – at all grade levels, and for all students – three times a school-year. From this vantage point, we've been able to gather a broad-set of data from which we can compare longitudinal academic achievement.

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)		School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)			Related State and Local Priorities
		LCAP Year 2: 2015/16	LCAP Year 3: 2016/17						
Teaching staff need valid CA Teaching Credentials with appropriate English learner authorizations.	Initial and annual verification of core teacher credentials as reported by the CA Commission on Teacher Credentialing; Mandated reports filed with authorizing District; Annual publication of School Accountability Report Card.	Core teachers will hold a valid CA Teaching Credential and are appropriately assigned with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. This goal is intended to support all students.	All	All		Over the past five years, 100% of core teachers held valid CA Teaching Credentials with appropriate English learner authorization	All students will have access to core teachers who hold a valid CA Teaching Credentials. Students will benefit by continuing to have access to certified, credentialed teachers.	All students will have access to core teachers who hold a valid CA Teaching Credentials. Students will benefit by continuing to have access to certified, credentialed teachers.	State Priority #1 - Basic Services. Local Priority: Teacher Certification

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
Pupils need access to standards-aligned instructional materials.	Executive Director or designee will review and plan-for the purchase of instructional materials.	Pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition. This goal is intended to support all students.	All	All		Pupils have had access to standards, or charter-aligned materials.	Instructional materials will be aligned to CA Common Core State Standards and/or aligned with our charter petition. Students will benefit by continuing to have access to high-quality, standards-aligned materials.	Instructional materials will be aligned to CA Common Core State Standards and/or aligned with our charter petition. Students will benefit by continuing to have access to high-quality, standards-aligned materials.	State Priority #1 - Basic Services. Local Priority: High-Quality Instructional Materials

		Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	
Pupils need access to clean, safe, high-quality facilities.	Annual site inspection and FIT report prepared by NUSD; Intended as a visual inspection tool, fifteen components are evaluated as a part of the FIT. Additionally, the FIT includes a rating system to evaluate each component, and ranks the overall condition of the school.	Maintain a clean, safe, high-quality school facility in partnership with District who serves as our facility lessor. This goal is intended to support all students.	All	All		The large majority of our facilities qualify as 'Good'. Facility-related issues that are rated below 'Good' are, or will be as they arise, on file with NUSD.	The large majority of our facilities qualify as 'Good'. Facility-related issues that are rated below 'Good' are, or will be as they arise, on file with NUSD. Students and staff will benefit by having access to clean, safe, high-quality learning environments.	The large majority of our facilities qualify as 'Good'. Facility-related issues that are rated below 'Good' are, or will be as they arise, on file with NUSD. Students and staff will benefit by having access to clean, safe, high-quality learning environments.	State Priority #1 - Basic Services. Local Priority: Safe, Clean, High-Quality School Facilities

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)	Description of Goal	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
		Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)			LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	
Teachers, certificated administrators and staff need Professional Development, and as it relates to Certificated staff, Professional Development on CA CCSS and Project Based Learning.	Professional Development calendar and rosters will evidence participation by teachers and staff in professional development activities.	Teachers and certificated administrators will participate in annual professional development on the implementation of CA Common Core State Standards (CA CCSS). Staff will receive Professional Development as it relates to their position. This goal is intended to support all students.	All	All		Insight Education Group provided training in 13/14. Professional Development included Curriculum Development, Design and Instruction, and Implementation. Staff will receive Professional Development from a variety of educational entities including: SCOE, SSC, CCSA, CSDC, and YMC.	WCS will participate in curricular trainings provided as needed. Students will benefit from staff who have exposure to Best Practices.	WCS will participate in curricular trainings provided as needed. Students will benefit from staff who have exposure to Best Practices.	State Priority #2 - Implementation of CC Standards. Local Priority: CCSS Implementation

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)	Description of Goal	Goals		Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities	
		Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17		
Staff need tools to assess EL students to appropriately support their learning needs.	EL student performance on the MAPP statewide assessments; CELDT/ELPAC Assessments; teacher assessments; NWEA assessments, API subgroup scores, and annual report cards	EL students will make progress towards meeting academic content knowledge through the implementation of the CA CCSS. This goal is intended to support EL students.	EL	All		The 2013 API for WCS' EL Student population was 908, which far surpasses the state-level requirement of 800. WCS has consistently met academic performance targets for all student sub-groups.	WCS will continue to monitor progress of EL students using NWEA data. Students will benefit from additional support and use of data to drive instructional decisions.	WCS will continue to monitor progress of EL students using NWEA data. Students will benefit from additional support and use of data to drive instructional decisions.	State Priority #2 - Implementation of CC Standards. Local Priority: EL Students & Academic Content Knowledge

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
EL students may require additional support to make progress towards reaching English language proficiency.	Student performance on CELDT/ELPAC Assessment, reclassification documentation; support documentation/information from NUSD.	EL students will make progress towards English language proficiency. This goal is intended to support EL students.	EL	All		Organization wide, in 2013, approximately 16% of our EL students were reclassified and reached English language proficiency. As a data point: in 2013/14 we assessed 124 students, and in 2012/13 we reclassified 20. In the Spring of 2013/14, NUSD will send WCS a listing of additional students who require service.	WCS will continue to monitor progress of EL students using NWEA and other data. Students will benefit from our interventions and academic support model.	WCS will continue to monitor progress of EL students using NWEA and other data. Students will benefit from our interventions and academic support model.	State Priority #2 - Implementation of CC Standards. Local Priority: EL Students & English Language Proficiency

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
Students need access to core and specialty subject matters.	Student, teacher, course, and grade level schedules, as well as PowerSchool reports.	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to our academic and educational programs.	All	All		In 2013, 100% of students including all student subgroups, unduplicated students, and students with exceptional needs, enrolled in the academic program as outlined in the school's charter	WCS will continue to monitor student access to core and non-core courses. Students will benefit by having access to a wide array of courses and content exposure.	WCS will continue to monitor student access to core and non-core courses. Students will benefit by having access to a wide array of courses and content exposure.	State Priority #7 - Course Access Local Priority: Course Access

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)			Related State and Local Priorities	
					LCAP Year 2: 2015/16	LCAP Year 3: 2016/17			
Students need to be proficient in English Language Arts/Literacy and Mathematics	DataQuest; CAASPP Score reports; NWEA test results, Teacher observations, Pre and post unit test results, Unit assessments, Assignment & project rubrics. Since the CAASPP assessment model is new, the School is initially proposing a conservative performance-level target.	The majority of all students at every applicable grade level, including all student subgroups, make progress towards scoring proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics. This goal is intended for all students.	All	All		2013 API Growth results show that all statistically identified sub-groups met their annual growth target objective, with each qualified sub-group scoring 900 or better on the API results.	WCS will continue to monitor academic progress. Students will benefit by being proficient in a variety of subject matters, and specifically, ELA and Mathematics.	WCS will continue to monitor academic progress. Students will benefit by being proficient in a variety of subject matters, and specifically, ELA and Mathematics.	State Priority #4 - Student Achievement. Local Priority: Student ELA and Mathematics Literacy

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
Student sub-groups need to achieve the annual API Growth Target or equivalent as mandated by the CA State Board of Education.	DataQuest summary and API Reports or equivalent as determined by the CA Department of Education.	Students will make progress towards meeting the annual API Growth Target, or equivalent.	All	All		In 2013, school wide API target was met; API targets were met for all numerically significant subgroups	WCS will continue to monitor academic progress. Students will benefit from making progress towards state-defined goals.	WCS will continue to monitor academic progress. Students will benefit from making progress towards state-defined goals.	State Priority #4 - Student Achievement. Local Priority: Student Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)	Description of Goal	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
		Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)			LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	
EL students need to make progress towards achieving English language proficiency.	CELDT/ELPAC Score Reports; EL Reclassification documentation maintained by ELPAC/CELDT Coordinator; CUM files in conjunction with and annual report cards	EL students will make progress towards advancing performance levels per the CELDT/ELPAC each academic year. This goal is intended to support EL students.	EL	All		WCS implemented a process whereby longitudinal data and results were collected, to help monitor year/year performance and language proficiency. This summarized information is used for intervention purposes, as well as data reporting.	WCS will continue to monitor academic progress. EL Students will benefit by becoming proficient in the English language.	WCS will continue to monitor academic progress. EL Students will benefit by becoming proficient in the English language.	State Priority #4 - Student Achievement. Local Priority: EL Proficiency Rates

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
Students need to make progress towards grade level proficiency in English Language Arts/Literacy.	Staff will measure student progress using the following: NWEA, DataQuest; CAASPP test results, pre and post unit testing, spelling inventories, student writing journals and assignments, teacher observation of students.	Charter School students, including student subgroups, will make progress towards demonstrating grade level proficiency in English Language Arts/Literacy.	All	All		80% of Westlake's student population, including 62% of Socioeconomically Disadvantaged, 62% EL and 47% of Students with Disabilities scored proficient or above in ELA in 12/13 (edData).	WCS will continue to monitor academic progress. Students who do not meet proficiency targets will benefit from having differentiated support.	WCS will continue to monitor academic progress. Students who do not meet proficiency targets will benefit from having differentiated support.	State Priority #8 - Pupil Outcomes. Local Priority: English language (grade-level proficiency)

		Goals			What will be different/improved for students? (based on identified metric)				
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Students need to make progress towards grade level proficiency in Mathematics.	Staff will measure student progress using the following: NWEA, DataQuest; CAASPP test results, pre and post unit testing, spelling inventories, student writing journals and assignments, teacher observation of students.	Charter School students, including student subgroups, will make progress towards demonstrating grade level proficiency in Mathematics.	All	All		81% of Westlake's student population, including 64% of Socioeconomically Disadvantaged, 71% of EL, and 37% of Students with Disabilities scored proficient or above in Mathematics in 12/13 (edData).	WCS will continue to monitor academic progress. Students who do not meet proficiency targets will benefit from having differentiated support.	WCS will continue to monitor academic progress. Students who do not meet proficiency targets will benefit from having differentiated support.	State Priority #8 - Pupil Outcomes. Local Priority: Mathematics (grade-level proficiency)

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
Students need instructional exposure to foreign language, history, civics and social science.	Master schedules, teacher schedules, thematic units, project based learning outcomes.	Charter School students, including student subgroups, will have instructional exposure to foreign language, history, civics and social science, as appropriate to their grade-level.	All	All		100% of students have instructional exposure of history, civics and social science, as appropriate to their grade-level.	WCS will monitor student course access. Students will benefit from broad exposure and access to foreign language, history, civics and social sciences.	WCS will monitor student course access. Students will benefit from broad exposure and access to foreign language, history, civics and social sciences.	State Priority #8 - Pupil Outcomes. Local Priority: Foreign Language, History, Civics and Social Science (grade-level proficiency)

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
The School needs to remain connected to our parent community.	As evidenced by website postings, flyers, participation list, annual parent survey, co-sponsored events and communications	The School will maintain a list of parent volunteer activities and support the efforts of our parent association. This goal is intended to support all students.	All	All		Parent participation activities are maintained on the school website and in the school office. The school facilitates the efforts of our parents at Board Meetings, and through the website, flyers, newsletters, and ConnectEd messages.	It is expected that the school will continue to manage and monitor this goal. Students will benefit from parent/guardian participation in their school.	It is expected that the school will continue to manage and monitor this goal. Students will benefit from parent/guardian participation in their school.	State Priority #3 - Parental Involvement. Local Priority: Parent Participation

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
The school needs to collect data from stakeholders to help drive decisions.	The school will conduct surveys. Summarized results will be shared with Board members, parents and staff.	The school will solicit parent feedback via annual surveys, and over time, look to maintain the percentage of parents participating in the annual survey. This goal is intended to support all students.	All	All		Organization-wide, 27% of parents completed the 2013-14 Parent Survey.	The school will continue to manage and monitor this goal. Students will benefit from feedback provided by their parents/guardians which may lead to school improvements.	The school will continue to manage and monitor this goal. Students will benefit from feedback provided by their parents/guardians which may lead to school improvements.	State Priority #3 - Parental Involvement. Local Priority: Annual Parent Surveys

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
Students need to attend school in order to achieve academic success.	Periodic and Annual ADA reports; Periodic attendance updates to families reminding them of the importance of school attendance as the primary way of learning and success; Periodic attendance report updates to the Board; Usage of technologies and processes to manage attendance such as SARB and other software; Participation in nationwide events, such as attendance awareness month.	The School will maintain an Average Daily Attendance (ADA) rate of greater than 95%. This goal is intended to support all students.	All	All		Prior-year P-2 ADA reports have consistently shown that the school can achieve a greater than 97% ADA.	The school will continue to manage and monitor this goal. Students benefit academically and socially through increased school attendance.	The school will continue to manage and monitor this goal. Students benefit academically and socially through increased school attendance.	State Priority #5 - Student Engagement. Local Priority: Student Attendance

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
The school needs to monitor students who are at risk of becoming chronic absentees.	End of term absence and tardy reports from our student information system. Periodic attendance updates to families reminding them of the importance of school attendance as the primary way of learning and success. Evidence of success, is determined by monthly, quarterly, and annual attendance reports.	95% of students will have fewer than eighteen absences in any school year. This goal is intended to support all students.	All	All		In 2012/13, our most recent full, school-year, 99% of students had fewer than ten full-day absences in any school year.	The school will continue to manage and monitor this goal. Students benefit academically and socially through increased school attendance.	The school will continue to manage and monitor this goal. Students benefit academically and socially through increased school attendance.	State Priority #5 - Student Engagement. Local Priority: Mitigating Chronic Student Absenteeism

		Goals			What will be different/improved for students? (based on identified metric)				
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The school needs to monitor students at-risk for dropping out.	End of term absence and tardy reports from our student information system. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Evidence of success, is determined by monthly, quarterly, and annual attendance reports.	95% of the school's students will remain in school and not dropout.	All	All		The school is not aware of any dropouts since its inception. Information on students who transfer out of the school is kept in PowerSchool.	The school will continue to manage and monitor this goal. Students benefit academically and socially by staying in school.	The school will continue to manage and monitor this goal. Students benefit academically and socially by staying in school.	State Priority #5 - Student Engagement. Local Priority: Mitigating Drop-outs

		Goals			What will be different/improved for students? (based on identified metric)				
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					LCAP Year 2: 2015/16	LCAP Year 3: 2016/17			
The school must monitor and address behavior that leads to suspension.	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence.	The school will maintain an annual suspension rate of less than 6%. This goal is intended to support all students.	All	All		In reviewing historical SARC data, the school has consistently maintained a suspension rate below our stated goal.	The school will continue to manage and monitor this goal. Students benefit academically and socially by building positive behaviors habits.	The school will continue to manage and monitor this goal. Students benefit academically and socially by building positive behaviors habits.	State Priority #6 - School Climate. Local Priority: Pupil Suspension Rates

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)			Related State and Local Priorities	
					LCAP Year 2: 2015/16	LCAP Year 3: 2016/17			
The school must monitor and address behavior that leads to expulsions.	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence.	The school will maintain an annual expulsion rate of less than 4%. This goal is intended to support all students.	All	All		In reviewing historical SARC data, the school has consistently maintained an expulsion rate below our stated goal.	The school will continue to manage and monitor this goal. Students benefit academically and socially by building positive behaviors habits.	The school will continue to manage and monitor this goal. Students benefit academically and socially by building positive behaviors habits.	State Priority #6 - School Climate. Local Priority: Pupil Expulsion Rates

		Goals			What will be different/improved for students? (based on identified metric)				
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Staff and students need proper training on school safety measures.	Copy of School Safety Plan, Professional Development agenda and annual drill calendars.	The school, students and staff will adhere to the School Safe Plan. This goal is intended to support all students.	All	All		In 2013/14, school staff participated in First Aid & CPR training. In 2012/13, 8 fire drills were conducted, as were 2 off-site (campus evacuation) safety drills.	The school will continue to manage and monitor this goal. Students will benefit by being aware of the school's safety plan and procedures.	The school will continue to manage and monitor this goal. Students will benefit by being aware of the school's safety plan and procedures.	State Priority #6 - School Climate. Local Priority: School Safety and Connectedness Measures

		Goals			What will be different/improved for students? (based on identified metric)				
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GATE-identified students need academically appropriate support.	GATE program schedules; Newsletters/information sent home to parents describing GATE program activities.	GATE-identified students, will participate in GATE-cluster (or similar) program instruction.	GATE	All		In 2013/14 GATE-identified students received pull-out support and participated in our GATE cluster program.	The school will continue to manage and monitor this goal. Students will benefit from exposure to GATE-aligned instruction.	The school will continue to manage and monitor this goal. Students will benefit from exposure to GATE-aligned instruction.	State Priority #4 - Student Achievement. Local Priority: GATE Student Support

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
EL students need academically appropriate support.	Monthly Instructional Aide schedules which detail classroom support; ROAR schedules, intervention materials and Summer School interventions.	EL students will receive intervention support through our instructional model.	EL	All		Students who qualified (based on NWEA and Teacher referrals) for intervention (ROAR, pull-out) received support.	The school will continue to manage and monitor this goal. Students will benefit from targeted intervention support.	The school will continue to manage and monitor this goal. Students will benefit from targeted intervention support.	State Priority #4 - Student Achievement. Local Priority: EL Student Support

		Goals			What will be different/improved for students? (based on identified metric)				
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress)		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicated "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP Year 1: 2014/15 (Baseline)	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17	Related State and Local Priorities
Students need exposure to and a greater understanding of a board set of cultures, background and ethnicities.	Verification if Global Mindedness is incorporated into our academic program, classroom activities and lesson plans. Participation of families and our students at our annual International Festival.	Students, including student subgroups, will receive instruction that takes into consideration WCS' approach Global Mindedness.	All	All		Global Mindedness is a Core Value of WCS and is expressed through different academic channels. An increased focus on different cultures and cultural understandings was emphasized in 2013/14.	The school will continue to manage and monitor this goal. Students will benefit from an increased understanding of different cultures and viewpoints.	The school will continue to manage and monitor this goal. Students will benefit from an increased understanding of different cultures and viewpoints.	State Priority #5 - Student Engagement. Local Priority: Cultural Diversity

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?

Sub-Group Reporting Requirements

Per Education Code 52052 and data pulled from CALPADS for the 2013/14 Academic Year, Westlake Charter School will provide targeted goals for all pupils (“all students”) as noted in the LCAP, and the following subgroups (which, unless noted otherwise, are encapsulated in “all students”):

- Free & Reduced Price Meal
- English Learners
- Gifted and Talented Education
- Special Education
- Socio-Economically Disadvantaged
- Ethnicity, per EC 52052: Asian; Black or African American; White; Hispanic/Latino; Two or More Race Categories

It should be noted that students not in the six (6) categories above, will still receive benefits under Westlake’s LCAP, through the actions listed in this planning document.

Budgetary Expenditures & Projections

Per SBE guidelines, the school must reference all fund sources used to support actions and services. The school uses Fund 09 as the fund source for all actions and services to support the goals and actions outlined in the LCAP. Further, the school uses the California School Accounting Manual as required by the LCAP requirements, reports our expenditures using the Standardized Account Code Structure, and receives an independent annual audit of our financial statements and internal controls. Additional details on the listing and description of expenditures to support these goals can be found in Section 2.

It is anticipated that actions performed and services provided in each year (and are projected to be provided in outgoing years) will continue to be found largely in the school’s salary, benefit, supply and professional services budget lines, and can be further identified in the school’s annual adopted budget.

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.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
Core teachers will hold a valid CA Teaching Credential and are appropriately assigned with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. This goal is intended to support all students.	State Priority #1 - Basic Services. Local Priority: Teacher Certification	Core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Business Office will maintain a management system for reviewing credential status.	LEA-Wide		Salary, benefit and associated certificated and classified back-office support relating to the hiring and monitoring of credentials and NCLB/HQT compliance. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
Pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition. This goal is intended to support all students.	State Priority #1 - Basic Services. Local Priority: High-Quality Instructional Materials	Instructional materials will be aligned to CA Common Core State Standards and/or aligned with our charter petition and instructional model.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures relating to the purchasing of instructional materials, as well as the cost of the instructional materials (Supplies and Inventoried Supplies). Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
Maintain a clean, safe, high-quality school facility in partnership with District who serves as our facility lessor. This goal is intended to support all students.	State Priority #1 - Basic Services. Local Priority: Safe, Clean, High-Quality School Facilities	Daily general cleaning by custodial staff will maintain campus cleanliness; Annual facility inspections conducted by our facility lessor will screen for safety hazards; WCS will file facility issues with NUSD per our MOU.	LEA-Wide		Salary, benefit and associated certificated and classified back-office support relating to the maintenance of a clean and safe school facility. District Direct Cost Fees (MOU Fees) associated with the rent and repair of the facilities. Utilities and other costs associated with the maintenance and upkeep of the facility. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09. Increases to MOU costs based on enrollment growth.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09. Increases to MOU costs based on enrollment growth.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
Teachers and certificated administrators will participate in annual professional development on the implementation of CA Common Core State Standards (CA CCSS). Staff will receive Professional Development as it relates to their position. This goal is intended to support all students..	State Priority #2 - Implementation of CC Standards. Local Priority: CCSS Implementation	Identify and participate in intensive professional development and trainings on the CA Common Core State Standards and Technology in Teaching and Learning. Participate in SCOE, SSC, CCSA, CSDC, YMC and other trainings as needed.	LEA-Wide		Salary, benefit and associated certificated and classified back-office support expenditures relating to the research, purchase and implementation of Common Core standards. Professional Development services, and subsequent staff time (salaries and benefits) associated with the implementation of these standards. PD costs for attending seminars and events. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
EL students will make progress towards meeting academic content knowledge through the implementation of the CA CCSS. This goal is intended to support EL students.	State Priority #2 - Implementation of CC Standards. Local Priority: EL Students & Academic Content Knowledge	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. While the goal applies to EL students, students in other subgroups, may receive the benefit of increased actions.	LEA-Wide		Salary, benefit and associated certificated and classified back-office, as well as supply, inventoried supply and textbooks expenditures relating to the actions as outlined. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
EL students will make progress towards English language proficiency. This goal is intended to support EL students.	State Priority #2 - Implementation of CC Standards. Local Priority: EL Students & English Language Proficiency	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. While the goal applies to EL students, students in other subgroups, may receive the benefit of increased actions.	LEA-Wide		Salary, benefit and associated certificated and classified back-office, as well as supply, inventoried supply and textbooks expenditures relating to the actions as outlined. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to our academic and educational programs.	State Priority #7 - Course Access Local Priority: Course Access	All academic content areas will be available to all students, including student subgroups, as appropriate by grade-level.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures relating to the execution of the actions aligned to the goal. Supplies, Inventoried Supplies, Curriculum, Textbooks and Professional Development services and other costs associated with the implementation of these standards. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
The majority of all students at every applicable grade level, including all student subgroups, make progress towards scoring proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics. This goal is intended for all students.	State Priority #4 - Student Achievement. Local Priority: Student ELA/Literacy and Mathematics	Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned instructional materials; continuance of our ROAR Intervention program to assist at-risk students; use of instructional technology in the area of mathematics; teacher assistants in classrooms to support instruction and student learning. While the goal applies to EL students, students in other subgroups, may receive the benefit of increased actions.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply, inventoried supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
Students will make progress towards meeting the annual API Growth Target, or equivalent.	State Priority #4 - Student Achievement. Local Priority: Student Achievement	Classroom instruction will incorporate testing strategies supporting CAASPP; Intervention strategies to support academic targets.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply, inventoried supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
EL students will make progress towards advancing performance levels per the CELDT/ELPAC each academic year. This goal is intended to support EL students.	State Priority #4 - Student Achievement. Local Priority: EL Proficiency Rates	EL students will receive in-class instructional support which may include 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies. While the goal applies to EL students, students in other subgroups, may receive the benefit of increased actions.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply, inventoried supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
Charter School students, including student subgroups, will make progress towards demonstrating grade level proficiency in English Language Arts/Literacy.	<p>State Priority #8 - Pupil Outcomes.</p> <p>Local Priority: English language (grade-level proficiency)</p>	<p>Execution on Instructional Pillars which facilitate educational model. Instructional Pillars include: Our Place in a Global World, Enriched Educational Opportunities, Teachers As Designers and Personalization, which is defined as our commitment to offering a learner-centered program that is project-based, thematic, and includes differentiated strategies to learning, as specific to this goal.</p>	LEA-Wide		<p>Salary, benefit and associated certificated and classified back-office expenditures relating to the execution of the actions aligned to the goal. Supplies, Inventoried Supplies, Curriculum, Textbooks and Professional Development services and other costs associated with the implementation of these standards. Expenditures will be made from Fund 09.</p>	<p>Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.</p>	<p>Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.</p>

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
Charter School students, including student subgroups, will make progress towards demonstrating grade level proficiency in Mathematics.	State Priority #8 - Pupil Outcomes. Local Priority: Mathematics (grade-level proficiency)	Execution on Instructional Pillars which facilitate educational model. Instructional Pillars include: Our Place in a Global World, Enriched Educational Opportunities, Teachers As Designers and Personalization, which is defined as our commitment to offering a learner-centered program that is project-based, thematic, and includes differentiated strategies to learning, as specific to this goal.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures relating to the execution of the actions aligned to the goal. Supplies, Inventoried Supplies, Curriculum, Textbooks and Professional Development services and other costs associated with the implementation of these standards. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
Charter School students, including student subgroups, will have instructional exposure to foreign language, history, civics and social science, as appropriate to their grade-level.	State Priority #8 - Pupil Outcomes. Local Priority: Foreign Language, History, Civics and Social Science (grade-level proficiency)	Execution on Instructional Pillars which facilitate educational model. Instructional Pillars include: Our Place in a Global World, Enriched Educational Opportunities, Teachers As Designers and Personalization, which is defined as our commitment to offering a learner-centered program that is project-based, thematic, and includes differentiated strategies to learning, as specific to this goal.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures relating to the execution of the actions aligned to the goal. Supplies, Inventoried Supplies, Curriculum, Textbooks and Professional Development services and other costs associated with the implementation of these standards. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
The School will maintain a list of parent volunteer activities and support the efforts of our parent association. This goal is intended to support all students.	State Priority #3 - Parental Involvement. Local Priority: Parent Participation	School administration will work with the WAVE to recruit parents to the WAVE via the School website, flyers, classroom newsletters, ConnectEd messages and parent meetings. The School will maintain a list of opportunities for parent participation and co-sponsor opportunities with our parent participation group. The School shall facilitate the efforts of WAVE at Board meetings, parent events and through the School website, flyers, newsletters, and ConnectEd messages.	LEA-Wide		Salary, benefit and associated certificated and classified back-office relating to the actions as outlined. Overall limited expenditures to achieve this goal, but mostly associated with school:parent outreach and communications associated with WAVE activities. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

	Goals				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)?		
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
The school will solicit parent feedback via annual surveys, and over time, look to maintain the percentage of parents participating in the annual survey. This goal is intended to support all students.	State Priority #3 - Parental Involvement. Local Priority: Annual Parent Surveys	Annually, school administration will conduct school and classroom assessments to generate strategies for improvement. Summarized results of surveys will be presented to the Board of Directors for discussion and possible implementation.	LEA-Wide		Salary, benefit and associated certificated and classified back-office, as well as supply costs to conduct surveys relating to the actions as outlined. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

Goal (Include and identify all goals from Section 2)	Goals			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)?		
	Related State and Local Priorities (From Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)		LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
The School will look to maintain an Average Daily Attendance (ADA) rate of greater than 95%. This goal is intended to support all students.	State Priority #5 - Student Engagement. Local Priority: Student Attendance	Charter School will provide a safe and engaging learning environment for all its students. In addition, the school will make attendance a frequent conversation amongst our stakeholders.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
95% of students will have fewer than eighteen absences in any school year. This goal is intended to support all students.	State Priority #5 - Student Engagement. Local Priority: Mitigating Chronic Student Absenteeism	Parents will be informed of excused absences, unexcused absences, truancy and chronic truancy as appropriate, and may be required to meet with Administration, and/or participate in the SARB process.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
95% of the school's students will remain in school and not dropout.	State Priority #5 - Student Engagement. Local Priority: Mitigating Drop-outs	Parents will be informed of excused absences, unexcused absences, truancy and chronic truancy as appropriate, and may be required to meet with Administration, and/or participate in the SARB process.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
The school will maintain an annual suspension rate of less than 6%. This goal is intended to support all students.	State Priority #6 - School Climate. Local Priority: Pupil Suspension Rates	Executive Director and Administration, Faculty, and Staff will work with teachers and families to manage student behavior issues and concerns.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
The school will maintain an annual expulsion rate of less than 4%. This goal is intended to support all students.	State Priority #6 - School Climate. Local Priority: Pupil Expulsion Rates	Executive Director and Administration, Faculty, and Staff will work with teachers and families to manage student behavior issues and concerns.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
The school, students and staff will adhere to the School Safe Plan. This goal is intended to support all students.	State Priority #6 - School Climate. Local Priority: School Safety and Connectedness Measures	Annually, school employees will be trained on the elements of the School Safe Plan. Students will participate in monthly Fire drills and periodic Earthquake and off-site (campus evacuation) safety drills	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
GATE-identified students, will participate in GATE-cluster (or similar) program instruction.	State Priority #4 - Student Achievement. Local Priority: GATE Student Support	Certificated resources collaborate around GATE academic support, and we hire staff to provide intervention support to our GATE students. We retain program flexibility in being able to offer innovate, compelling projects for our GATE students.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
EL students will receive intervention support through our instructional model.	State Priority #4 - Student Achievement. Local Priority: EL Student Support	Certificated resources collaborate around EL academic support, and we hire staff to provide intervention support to our EL students. We retain program flexibility in being able to offer innovate, compelling projects for our EL students.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

				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)?			
Goals							
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	LCAP Year 1: 2014/15	LCAP Year 2: 2015/16	LCAP Year 3: 2016/17
Students, including student subgroups, will receive instruction that takes into consideration WCS' approach Global Mindedness.	State Priority #5 - Student Engagement. Local Priority: Cultural Diversity	Teacher articulations will incorporate more discussion on Global Mindedness and its incorporation into grade-level lesson plans. School Administration will make Global Mindedness a discussion item during staff meetings, and potentially evaluations. Teachers regularly incorporate continent studies into classroom lessons. WCS' Strategic Plan (adopted in 2013/14) adds greater emphasis on making this an academic priority.	LEA-Wide		Salary, benefit and associated certificated and classified back-office expenditures, as well as supply and professional development costs to execute the actions aligned to the goal. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.	Same as preceding years, with a slight anticipated increase based on COLA due to increases in program costs. Expenditures will be made from Fund 09.

- 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.

Actions are listed in Section 2, for all students and subgroups.

- 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.)

Supplemental funds for low income pupils, foster youth and English learners will generate improved services based on at least the proportional increase in supplemental funds (estimated to be 1.65% as of 2nd Interim 2013/14 and based on data generated by School Services) and in accordance with 5 CCR 15496 – through ongoing parent/student outreach and our strategic academic support model (instructional aide support [ROAR], pull-out support, etc.), and as identified in Section 2.

The school fully expects to expend supplemental resources on support activities as outlined in this document and our supplementary materials. The school also expects that funds which are used to support charterwide activities – such as the acquisition of additional technology, the implementation of our instructional pillars and intervention models – are the most effective use of funds and will ultimately benefit our goals for unduplicated pupils 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.

The school intends to expend supplemental funds (estimated to be 1.65% as of 2nd Interim 2013/14 and based on data generated by School Services) on a charterwide manner, to support the actions that will ultimately serve low-income, English learner, and/or foster your pupils. Services for low-income, foster youth and English Learners will be improved by at least the proportion of funding provided pursuant to 5 CCR 15496(a)(7). An example of this increased support, program expenditures which support our intervention, instructional aide and curricular programs can be found in the school's salary, benefit, supply and professional services budget lines. Further evidence of our ability to exceed the proportionality percentage is supported by our Coordinator of Special Programs TOSA position - which is charged with leading the school's EL, CELDT and intervention programs – as well as our pull-out and intervention schedules.

The use of supplemental funds on a charterwide manner is the most effective use of these resources as it allows us to provide flexible, yet targeted academic, program and intervention support when needed, as needed, to achieve organizational goals as outlined in this plan document.

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.

Westlake Charter Schools

BOARD REPORT

June 12th, 2014

TOPIC/ AGENDA ITEM:

Action: Accept and Approve WCS and WCMS' 2014/15 Budgets

PERSONNEL INVOLVED:

S. Korvink

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

Westlake Charter School and Westlake Charter Middle School are required to adopt their annual year budgets prior to June 30th of the current fiscal year. The school has used reasonable estimates – provided by School Services, CCSA and NUSD – to construct our 2014/15 budgets. The proposed budgets include revenue and expenditure plans in accordance with Proposition 30 (the Education Protection Account [EPA]), and our Local Control Accountability Plans (LCAP).

Both schools continue to project positive budgets, fund balances and cash flows for the foreseeable future.

(See attached 2014/15 Presentation, Projected Budgets, Multi-Year Projections and Cash Flows)

IMPACT ON SCHOOL MISSION, VISION OR GOALS, (IF ANY):

Approving this item tonight will confirm the schools fiscal priorities for 2014/15, and allow the school to provide the budgets to our authorizer by the statutory 6/30/2014 deadline.

OPTIONS OR SOLUTIONS:

CHIEF BUSINESS OFFICIAL'S RECOMMENDATION:

I recommend approval.



Steve Korvink
Chief Business Official

Westlake Charter School
Revenues and Assumptions
Multi-Year Projections

	2013-14 Adopted Budget 6/13/2013	2013-14 Projected Year-End	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget
Student Enrollment/ADA					
Total Student Enrollment	585	583	664	664	664
Grade K	110	110	110	110	110
Grade 1	115	115	110	110	110
Grade 2	115	115	110	110	110
Grade 3	69	69	110	110	110
Grade 4	87	87	112	112	112
Grade 5	89	87	112	112	112
Student ADA Percentage	97.00%	97.00%	97.00%	97.00%	97.00%
Student ADA					
Grade K-3	396.73	396.73	426.80	426.80	426.80
Grade 4-6	170.72	168.78	217.28	217.28	217.28
Total ADA	567.45	565.51	644.08	644.08	644.08
Funding Rates					
Statutory COLA	1.565%	1.565%	0.86%	2.20%	2.40%
LCFF - Grade K-3 (includes CSR funds)		\$6,116	\$6,627	\$6,742	\$6,872
LCFF - Grade 4-6		\$6,116	\$6,627	\$6,742	\$6,872
Mandate Block Grant	\$24	\$14	\$14	\$14	\$14
Lottery	\$124	\$124	\$126	\$126	\$126
Restricted Lottery	\$30	\$30	\$30	\$30	\$30
Common Core Standards Implementation Grant	\$170	\$200	\$0	\$0	\$0
Special Education - State	\$422	\$422	\$484	\$495	\$507
Special Education - Federal		\$0	\$106	\$140	\$140
Special Education Mental Health Lvl 1		\$20	\$20	\$20	\$20
In-Lieu Property Tax Rates	\$1,198	\$1,306	\$1,197	\$1,197	\$1,197
Projected Revenue					
LCFF Grade K-3		\$2,426,401	\$2,828,404	\$2,877,486	\$2,932,970
LCFF Grade 4-6		\$1,032,258	\$1,439,915	\$1,464,902	\$1,493,148
(Education Protection Act (EPA))	-\$553,646	-\$567,220	-\$764,877	-\$778,150	-\$793,160
TOTAL	\$2,406,601	\$2,891,439	\$3,503,441	\$3,564,237	\$3,632,957
Special Education - State	\$232,173	\$254,253	\$311,735	\$318,593	\$326,239
Special Education - Federal		\$69,016	\$68,272	\$90,171	\$90,171
Special Education Mental Health Lvl 1 and Lvl 2		\$18,510	\$20,082	\$20,082	\$20,082
Categorical Block Grant	\$237,448	\$0	\$0	\$0	\$0
TOTAL	\$469,621	\$341,779	\$400,089	\$428,846	\$436,492
Education Protection Act (EPA)	\$553,646	\$567,220	\$764,877	\$778,150	\$793,160
Other State Revenue					
EIA (est. 20.84% for 13/14)	\$30,420	\$0	\$0	\$0	\$0
K-3 CSR	\$182,070	\$0	\$0	\$0	\$0
Mandate Block Grant	\$13,619	\$7,917	\$9,017	\$9,017	\$9,017
Lottery	\$70,364	\$70,123	\$81,154	\$81,154	\$81,154
Restricted Lottery	\$17,024	\$16,965	\$19,322	\$19,322	\$19,322
CA Clean Energy Jobs Act		\$51,933			
TOTAL	\$313,496	\$146,938	\$109,494	\$109,494	\$109,494
Common Core Standards Implementation Grant	\$96,467	\$113,544	\$0	\$0	\$0
Other Local Revenue					
BASE	\$325,000	\$325,000	\$400,000	\$400,000	\$400,000
Preschool	\$266,000	\$187,010	\$0	\$0	\$0
Fieldtrip Donations, WAVE Donations	\$103,400	\$110,656	\$133,560	\$133,560	\$133,560
Misc. Interest, Other Donations & Grants	\$24,600	\$30,823	\$33,000	\$33,000	\$33,000
TOTAL	\$719,000	\$653,489	\$566,560	\$566,560	\$566,560
TOTAL REVENUE	\$4,558,830	\$4,714,409	\$5,344,461	\$5,447,287	\$5,538,663

Westlake Charter School
Expenses and Assumptions
Multi-Year Projections

		2013-14 Adopted Budget 6/13/2013	2013-14 Projected Year-End	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget
EXPENDITURES						
	Object #					
1000-1999 Payroll - Certificated - Total		\$1,898,365	\$1,901,607	\$2,278,567	\$2,380,502	\$2,487,007
CERTIFICATED TEACHERS	1100-1103	\$1,601,772	\$1,576,747	\$1,942,798	\$2,030,224	\$2,121,584
SUBSTITUTE TEACHERS	1104	\$40,000	\$31,200	\$40,000	\$41,200	\$42,436
ADMINISTRATOR/PRINCIPAL	1300	\$256,593	\$293,660	\$295,769	\$309,078	\$322,987
2000-2999 Payroll - Classified		\$780,913	\$733,069	\$754,570	\$788,526	\$824,009
INSTRUCTIONAL AIDE/SUPERVISION	2100-2104	\$436,878	\$402,124	\$382,901	\$400,131	\$418,137
CLASSIFIED SUPPORT SALARIES	2200-2204	\$37,725	\$39,025	\$45,821	\$47,883	\$50,038
CLASSIFIED SUPERVISION & ADMIN	2300	\$219,983	\$203,593	\$185,780	\$194,140	\$202,877
CLERICAL & OFFICE	2400	\$86,327	\$88,327	\$140,067	\$146,370	\$152,957
3000-3999 Employee Benefits		\$779,213	\$730,929	\$891,585	\$987,614	\$1,093,931
STRS	3101-3102	\$156,615	\$155,428	\$216,465	\$264,236	\$315,850
PERS	3202	\$89,157	\$65,581	\$80,127	\$99,354	\$123,601
SOCIAL SECURITY	3301-3302	\$48,417	\$46,973	\$46,785	\$48,889	\$51,089
MEDICARE	3311-3312	\$38,850	\$39,962	\$43,981	\$45,951	\$48,010
HEALTH & WELFARE	3401-3402	\$402,101	\$379,665	\$455,726	\$478,512	\$502,438
STATE UNEMPLOYMENT	3501-3502	\$1,340	\$1,427	\$1,518	\$1,585	\$1,656
WORKER'S COMPENSATION	3601-3602	\$41,502	\$40,661	\$46,983	\$49,088	\$51,288
4000-4999 Books, Supplies & Non-Capital Equip.		\$462,000	\$429,521	\$356,518	\$367,214	\$378,230
TEXTBOOKS	4100	\$32,000	\$19,430	\$12,000	\$12,360	\$12,731
OTHER BOOKS	4200	\$7,000	\$48,439	\$45,000	\$46,350	\$47,741
MATERIALS & SUPPLIES - UNRESTRICTED	4300	\$275,500	\$246,160	\$236,518	\$243,614	\$250,922
NON-CAPITALIZED F&E (\$4999 & under)	4400	\$127,500	\$115,492	\$63,000	\$64,890	\$66,837
5000-5999 Services, Other Operating		\$450,830	\$584,577	\$611,931	\$652,227	\$667,222
TRAVEL & CONFERENCE	5200	\$5,500	\$7,668	\$6,300	\$6,489	\$6,684
DUES & MEMBERSHIP	5300	\$6,200	\$6,200	\$6,386	\$6,578	\$6,775
INSURANCE	5400	\$26,250	\$26,250	\$27,889	\$28,726	\$29,587
UTILITIES	5510-5550	\$83,018	\$83,018	\$71,826	\$73,981	\$76,200
RENTALS	5610	\$2,000	\$2,000	\$2,000	\$2,060	\$2,122
LEASES (XEROX, MARLIN)	5620	\$24,800	\$29,900	\$35,000	\$36,050	\$37,132
DISTRICT DIRECT COSTS (OVERSIGHT, MOU)	5750	\$117,941	\$123,003	\$155,423	\$184,056	\$186,568
PROFESSIONAL SERVICE MISC (Inc. Sped Svcs)	5800	\$97,000	\$222,530	\$188,372	\$194,023	\$199,844
ADVERTISEMENT	5810	\$2,000	\$2,000	\$2,550	\$2,627	\$2,705
AUDIT SERVICES	5815	\$9,525	\$9,525	\$9,525	\$9,811	\$10,105
FIELDTRIPS	5865	\$59,870	\$55,758	\$88,560	\$88,560	\$88,560
FINGERPRINTING	5870	\$600	\$600	\$500	\$500	\$500
LEGAL	5880	\$9,000	\$11,000	\$12,000	\$13,000	\$14,500
COMMUNICATIONS	5900-5910	\$5,125	\$3,125	\$3,500	\$3,605	\$3,713
POSTAGE	5920	\$2,000	\$2,000	\$2,100	\$2,163	\$2,228
6000-6999 Capital Outlay		\$7,500	\$0	\$0	\$20,000	\$20,000
SITES & IMPROVEMENTS	6200	\$2,500	\$0	\$0	\$17,500	\$17,500
EQUIPMENT	6400	\$5,000	\$0	\$0	\$2,500	\$2,500
TOTAL EXPENSES		\$4,378,820	\$4,379,702	\$4,893,171	\$5,196,083	\$5,470,399
7000-7999 Other Transfers Out		-\$34,437	-\$34,437	-\$37,360	\$0	\$0
DEBT SERVICES (iPad Lease); Interest	7438-7439	-\$34,437	-\$34,437	-\$37,360		

Westlake Charter School
 Summary of Financials
 Multi-Year Projections

		2013-14 Adopted Budget 6/13/2013	2013-14 Projected Year-End	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget
A. REVENUES						
1) LCFF		\$2,406,601	\$2,891,439	\$3,503,441	\$3,564,237	\$3,632,957
2) Special Ed		\$469,621	\$341,779	\$400,089	\$428,846	\$436,492
3) EPA		\$553,646	\$567,220	\$764,877	\$778,150	\$793,160
4) Other State Revenues (Lottery, Mandates)		\$409,963	\$260,482	\$109,494	\$109,494	\$109,494
5) Other Local Revenues		\$719,000	\$653,489	\$566,560	\$566,560	\$566,560
TOTAL REVENUES		\$4,558,830	\$4,714,409	\$5,344,461	\$5,447,287	\$5,538,663
B. EXPENDITURES						
1) Certificated Salaries	1100-1900	\$1,898,365	\$1,901,607	\$2,278,567	\$2,380,502	\$2,487,007
2) Classified Salaries	2100-2400	\$780,913	\$733,069	\$754,570	\$788,526	\$824,009
3) Employee Benefits	3100-3600	\$779,213	\$730,929	\$891,585	\$987,614	\$1,093,931
4) Books, Supplies, Non-Capital Equip	4000-4999	\$462,000	\$429,521	\$356,518	\$367,214	\$378,230
5) Services, Other Operating	5000-5999	\$450,830	\$584,577	\$611,931	\$652,227	\$667,222
6) Capital Outlay	6000-6999	\$7,500	\$0	\$0	\$20,000	\$20,000
TOTAL EXPENDITURES		\$4,378,820	\$4,379,702	\$4,893,171	\$5,196,083	\$5,470,399
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES & USES						
		\$180,010	\$334,707	\$451,290	\$251,204	\$68,264
D. OTHER TRANSFERS IN/OUT						
1) Debt Services (iPad Lease); Interest	7438-7439	-\$34,437	-\$34,437	-\$37,360	\$0	\$0
TOTAL OTHER OUTGO / INCOME		-\$34,437	-\$34,437	-\$37,360	\$0	\$0
E. NET INCREASE (DECREASE) IN FUND BALANCE						
		\$145,573	\$300,270	\$413,930	\$251,204	\$68,264
F. FUND BALANCE, RESERVES						
1) Beginning Balance/July 1		\$1,299,412	\$1,444,985	\$1,820,957	\$2,234,887	\$2,486,091
2) Ending Balance		\$1,444,985	\$1,745,255	\$2,234,887	\$2,486,091	\$2,554,355
Components of Fund Balance						
Restricted for Econ Uncertainty 5%		\$220,663	\$220,707	\$246,527	\$259,804	\$273,520
Special Education Reserve 10%		\$441,326	\$441,414	\$493,053	\$519,608	\$547,040
Other		\$782,997	\$1,083,134	\$1,495,307	\$1,706,678	\$1,733,795

Westlake Charter School Cash Flow - 2013/14
Cash Flow Projections as of 6/2/2014

	July	August	September	October	November	December	January	February	March	April	May	June	Actual + Est. to-date	Proj. Budget	Estimated Accruals
A. BEGINNING CASH.....9110	\$ 553,901	\$ 1,155,332	\$ 1,237,393	\$ 1,372,374	\$ 1,303,335	\$ 1,398,377	\$ 1,746,469	\$ 1,509,145	\$ 1,511,060	\$ 1,779,657	\$ 1,703,915	\$ 1,530,544	\$ -	\$ -	\$ -
B. RECEIPTS															
Revenue Limit															
Property Tax.....8020-8079	\$ 112,514	\$ 112,514	\$ 329,655	\$ 202,525	\$ 202,525	\$ 329,655	\$ 202,525	\$ 195,764	\$ 342,805	\$ 113,150	\$ -	\$ -	\$ 2,287,507	\$ 2,684,244	\$ 396,737
State Aid.....8010-8019	\$ -	\$ 46,651	\$ 93,302	\$ 62,201	\$ 59,380	\$ 59,380	\$ 59,380	\$ 59,380	\$ 99,099	\$ 55,724	\$ 56,398	\$ 143,845	\$ 744,069	\$ 774,415	\$ 30,346
Other.....8080-8099	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenues.....8100-8299	\$ -	\$ -	\$ 35,008	\$ 21,492	\$ 71,015	\$ 51,633	\$ 41,539	\$ -	\$ -	\$ 24,617	\$ 5,918	\$ 21,772	\$ 273,294	\$ 603,392	\$ 330,098
Other State Revenues.....8300-8599	\$ 5,332	\$ 57,486	\$ 78,001	\$ 25,440	\$ 90,508	\$ 50,930	\$ 83,551	\$ 54,274	\$ 128,820	\$ 63,482	\$ 93,310	\$ 65,349	\$ 776,383	\$ 653,489	\$ (122,894)
Other Local Revenues.....8600-8799	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interfund Transfers In.....8910-8929	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Financing Sources 8931-8979	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL RECEIPTS	\$ 117,846	\$ 216,651	\$ 535,966	\$ 311,658	\$ 423,428	\$ 491,898	\$ 366,965	\$ 309,448	\$ 570,724	\$ 256,973	\$ 155,526	\$ 324,140	\$ 4,081,253	\$ 4,715,540	\$ 757,181
C. DISBURSEMENTS															
Conflicted Salaries.....1000-1999	\$ 30,648	\$ 176,167	\$ 155,920	\$ 169,890	\$ 170,078	\$ 8,470	\$ 327,014	\$ 153,111	\$ 162,804	\$ 174,023	\$ 163,305	\$ 157,671	\$ 1,849,101	\$ 1,901,607	\$ 52,506
Classified Salaries.....2000-2999	\$ 29,138	\$ 48,429	\$ 31,804	\$ 68,614	\$ 67,731	\$ 11,537	\$ 124,379	\$ 48,277	\$ 58,401	\$ 63,948	\$ 58,674	\$ 59,843	\$ 670,775	\$ 733,059	\$ 62,294
Employee Benefits.....3000-3999	\$ 18,186	\$ 59,934	\$ 54,073	\$ 82,528	\$ 61,789	\$ 2,075	\$ 118,987	\$ 56,965	\$ 57,540	\$ 60,573	\$ 57,876	\$ 55,373	\$ 665,909	\$ 730,929	\$ 65,019
Supplies.....4000-4999	\$ 50,839	\$ 93,790	\$ 46,483	\$ 53,006	\$ 7,033	\$ 47,098	\$ 4,002	\$ 11,343	\$ 7,063	\$ 12,551	\$ 35,069	\$ 15,700	\$ 383,977	\$ 429,521	\$ 45,544
Services.....5000-5999	\$ 905	\$ 10,689	\$ 17,233	\$ 26,941	\$ 20,220	\$ 74,678	\$ 29,737	\$ 37,451	\$ 16,145	\$ 21,518	\$ 48,930	\$ 110,972	\$ 415,419	\$ 584,577	\$ 169,158
Capital Outlays.....6000-6599	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Outlays.....7000-7999	\$ -	\$ 206	\$ 30,581	\$ 206	\$ 206	\$ -	\$ -	\$ 413	\$ 206	\$ -	\$ 413	\$ 206	\$ 32,849	\$ 34,437	\$ 1,588
Debt Service.....8000-8999	\$ 206	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interfund Transfers Out.....9000-9629	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Financing Uses.....9630-9699	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Non-Operating-Suspense.....9910-9912	\$ (13,850)	\$ (5,586)	\$ 19,438	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Trans.....9940	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL DISBURSEMENTS	\$ 116,072	\$ 383,627	\$ 355,532	\$ 381,185	\$ 327,067	\$ 143,858	\$ 604,325	\$ 307,560	\$ 302,159	\$ 332,613	\$ 364,267	\$ 399,765	\$ 4,018,030	\$ 4,414,139	\$ 396,110
NET INCREASE/DECREASE (B - C)	\$ 1,774	\$ (166,976)	\$ 180,434	\$ (69,527)	\$ 96,361	\$ 348,040	\$ (237,330)	\$ 1,888	\$ 268,565	\$ (75,640)	\$ (208,741)	\$ (75,624)	\$ -	\$ -	\$ -
D. PRIOR YEAR TRANSACTIONS															
Accounts Receivable.....9120-9499	\$ 647,481	\$ 248,985	\$ 64,910	\$ (456)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 955,002	\$ -	\$ -
APR Reserve.....9750	\$ 47,823	\$ (52)	\$ 110,381	\$ (944)	\$ 1,319	\$ (52)	\$ (6)	\$ (28)	\$ (32)	\$ 103	\$ (41,288)	\$ -	\$ 117,204	\$ -	\$ -
Accounts Payable.....9500-9630	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Deferred Revenue.....9650	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL PRIOR YEAR TRANSACTIONS	\$ 599,658	\$ 249,037	\$ (45,451)	\$ 488	\$ (1,319)	\$ 52	\$ 6	\$ 28	\$ 32	\$ (103)	\$ 35,370	\$ -	\$ 837,798	\$ -	\$ -
E. NET INCREASE/DECREASE (B - C + D)	\$ 601,430	\$ 82,061	\$ 134,983	\$ (69,039)	\$ 95,042	\$ 348,092	\$ (237,324)	\$ 1,916	\$ 268,597	\$ (75,742)	\$ (173,371)	\$ (75,624)	\$ -	\$ -	\$ -
F. ENDING CASH (A + E)	\$ 1,155,332	\$ 1,237,393	\$ 1,372,374	\$ 1,303,335	\$ 1,398,377	\$ 1,746,469	\$ 1,509,145	\$ 1,511,060	\$ 1,779,657	\$ 1,703,915	\$ 1,530,544	\$ 1,454,920	\$ -	\$ -	\$ -

Westlake Charter School Cash Flow - 2014/15
Cash Flow Projections as of 6/2/2014

	July	August	September	October	November	December	January	February	March	April	May	June	Actual - Est. to-date	Proj. Budget	Estimated Accruals
A. BEGINNING CASH.....9110	\$ 1,454,920	\$ 1,587,245	\$ 1,516,147	\$ 1,816,478	\$ 1,521,024	\$ 1,439,821	\$ 1,970,409	\$ 1,527,792	\$ 1,480,053	\$ 1,891,647	\$ 1,603,882	\$ 1,321,895			
B. RECEIPTS															
Revenue Limit															
Property Tax.....8020-8079	\$ 133,962	\$ 133,962	\$ 133,962	\$ 133,962	\$ 133,962	\$ 133,962	\$ 133,962	\$ 133,962	\$ 133,962	\$ 133,962	\$ 133,962	\$ 133,962	\$ 2,809,420	\$ 3,444,114	\$ 634,694
State Aid.....8010-8019	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 824,204	\$ 824,204
Other.....8080-8099	\$ 49,452	\$ 49,452	\$ 49,452	\$ 49,452	\$ 49,452	\$ 49,452	\$ 49,452	\$ 49,452	\$ 49,452	\$ 49,452	\$ 49,452	\$ 49,452	\$ 51,204	\$ 68,272	\$ 17,068
Federal Revenues.....8100-8299	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 441,310	\$ 441,310
Other State Revenues.....8300-8599	\$ 451	\$ 451	\$ 451	\$ 451	\$ 451	\$ 451	\$ 451	\$ 451	\$ 451	\$ 451	\$ 451	\$ 451	\$ 179,803	\$ 179,803	\$ 261,507
Other Local Revenues.....8600-8799	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interfund Transfers In.....8910-8929	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Financing Sources.....8931-8979	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL RECEIPTS	\$ 134,413	\$ 212,183	\$ 212,183	\$ 212,183	\$ 212,183	\$ 212,183	\$ 212,183	\$ 212,183	\$ 212,183	\$ 212,183	\$ 212,183	\$ 212,183	\$ 4,431,192	\$ 5,344,461	\$ 913,269
C. DISBURSEMENTS															
Certificated Salaries.....1000-1999	\$ 45,800	\$ 183,202	\$ 206,102	\$ 206,102	\$ 206,102	\$ 206,102	\$ 206,102	\$ 206,102	\$ 206,102	\$ 206,102	\$ 206,102	\$ 206,102	\$ 2,278,567	\$ 2,278,567	\$ -
Classified Salaries.....2000-2999	\$ 38,488	\$ 61,588	\$ 61,588	\$ 61,588	\$ 61,588	\$ 61,588	\$ 61,588	\$ 61,588	\$ 61,588	\$ 61,588	\$ 61,588	\$ 61,588	\$ 754,570	\$ 754,570	\$ -
Employee Benefits.....3000-3999	\$ 36,023	\$ 81,053	\$ 81,053	\$ 81,053	\$ 81,053	\$ 81,053	\$ 81,053	\$ 81,053	\$ 81,053	\$ 81,053	\$ 81,053	\$ 81,053	\$ 891,585	\$ 891,585	\$ -
Supplies.....4000-4999	\$ 42,955	\$ 38,658	\$ 42,955	\$ 38,658	\$ 42,955	\$ 38,658	\$ 42,955	\$ 38,658	\$ 42,955	\$ 38,658	\$ 42,955	\$ 38,658	\$ 356,518	\$ 356,518	\$ -
Services.....5000-5999	\$ 54,393	\$ 54,393	\$ 54,393	\$ 54,393	\$ 54,393	\$ 54,393	\$ 54,393	\$ 54,393	\$ 54,393	\$ 54,393	\$ 54,393	\$ 54,393	\$ 611,931	\$ 611,931	\$ -
Capital Outlays.....6000-6599	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Outgo.....7000-7999	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Debt Service.....7400-7499	\$ -	\$ 9,340	\$ 9,340	\$ 9,340	\$ 9,340	\$ 9,340	\$ 9,340	\$ 9,340	\$ 9,340	\$ 9,340	\$ 9,340	\$ 9,340	\$ 37,360	\$ 37,360	\$ -
Interfund Transfers Out.....7600-7629	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Financing Uses.....7630-7699	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Non-Operating Suspense.....9910-9912	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Trans.....9640	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL DISBURSEMENTS	\$ 217,670	\$ 418,904	\$ 469,939	\$ 442,706	\$ 417,410	\$ 163,597	\$ 724,149	\$ 429,820	\$ 445,958	\$ 419,798	\$ 395,195	\$ 385,386	\$ 4,930,531	\$ 4,930,531	\$ -
NET INCREASE/DECREASE (B - C)	\$ (83,257)	\$ (206,711)	\$ 90,455	\$ (95,454)	\$ (81,203)	\$ 530,588	\$ (442,617)	\$ (37,739)	\$ 201,594	\$ (87,765)	\$ (261,987)	\$ (5,243)			
D. PRIOR YEAR TRANSACTIONS															
Accounts Receivable.....9120-9499	\$ 453,248	\$ 274,251	\$ 29,681	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 757,181	\$ -	\$ -
APR Reserve.....9750	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accounts Payable.....9500-9630	\$ 237,666	\$ 138,638	\$ 19,805	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 396,110	\$ -	\$ -
Deferred Revenue.....9650	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL PRIOR YEAR TRANSACTIONS	\$ 215,583	\$ 135,613	\$ 9,876	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 391,071	\$ -	\$ -
E. NET INCREASE/DECREASE (B - C + D)	\$ 132,326	\$ (71,088)	\$ 100,331	\$ (95,454)	\$ (81,203)	\$ 530,588	\$ (442,617)	\$ (37,739)	\$ 201,594	\$ (87,765)	\$ (261,987)	\$ (5,243)			
F. ENDING CASH (A + E)	\$ 1,587,245	\$ 1,516,147	\$ 1,616,478	\$ 1,821,024	\$ 1,439,821	\$ 1,970,409	\$ 1,527,792	\$ 1,490,053	\$ 1,691,647	\$ 1,603,882	\$ 1,321,895	\$ 1,316,652			

Westlake Charter School Cash Flow - 2015/16
Cash Flow Projections as of 6/2/2014

	July	August	September	October	November	December	January	February	March	April	May	June	Actual + Est. to-date	Proj. Budget	Estimated Accruals
A. BEGINNING CASH9110	\$ 1,319,652	\$ 1,773,263	\$ 1,865,404	\$ 1,881,796	\$ 1,866,987	\$ 1,763,003	\$ 2,302,736	\$ 1,888,333	\$ 1,635,230	\$ 2,061,099	\$ 2,060,795	\$ 2,001,988	\$ -	\$ -	\$ -
B. RECEIPTS															
Revenue Limit															
Property Tax.....8020-8079	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,571,733	\$ 3,571,733	\$ -
State Aid.....8010-8019	\$ 139,679	\$ 139,679	\$ 445,960	\$ 251,422	\$ 251,422	\$ 445,960	\$ 251,422	\$ 251,422	\$ 445,960	\$ 251,422	\$ 251,422	\$ 445,960	\$ 770,655	\$ 770,655	\$ -
Other.....8080-8099	\$ -	\$ 46,239	\$ 92,479	\$ 61,652	\$ 61,652	\$ 61,652	\$ 61,652	\$ 61,652	\$ 128,442	\$ 64,221	\$ 64,221	\$ 66,790	\$ 770,655	\$ 770,655	\$ -
Federal Revenues.....8100-8299	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 45,085	\$ 22,543	\$ -	\$ -	\$ 189,164	\$ 90,171	\$ 22,543
Other State Revenues.....8300-8599	\$ 451	\$ 451	\$ 812	\$ 11,856	\$ 812	\$ 25,931	\$ 812	\$ 46,126	\$ 25,931	\$ 49,242	\$ 812	\$ 25,931	\$ 189,164	\$ 448,168	\$ -
Other Local Revenues.....8600-8799	\$ -	\$ 28,328	\$ 28,328	\$ 28,328	\$ 28,328	\$ 169,968	\$ 42,492	\$ 42,492	\$ 42,492	\$ -	\$ -	\$ 56,656	\$ 566,560	\$ 566,560	\$ -
Interfund Transfers In.....8910-8929	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Financing Sources.....8931-8979	\$ 140,130	\$ 214,897	\$ 567,578	\$ 353,259	\$ 342,214	\$ 703,511	\$ 356,378	\$ 401,693	\$ 687,911	\$ 444,084	\$ 358,947	\$ 595,337	\$ 5,165,740	\$ 5,447,287	\$ 281,546
TOTAL RECEIPTS	\$ 280,230	\$ 364,894	\$ 1,047,367	\$ 745,171	\$ 733,721	\$ 1,442,482	\$ 717,767	\$ 833,206	\$ 1,464,781	\$ 1,005,605	\$ 719,891	\$ 1,191,674	\$ 5,165,740	\$ 5,447,287	\$ 281,546
C. DISBURSEMENTS															
Certificated Salaries.....1000-1999	\$ 47,849	\$ 191,397	\$ 215,322	\$ 215,322	\$ 215,322	\$ 17,943	\$ 430,644	\$ 215,322	\$ 215,322	\$ 209,340	\$ 209,340	\$ 197,378	\$ 2,380,502	\$ 2,380,502	\$ -
Classified Salaries.....2000-2999	\$ 40,231	\$ 64,370	\$ 72,415	\$ 72,415	\$ 64,370	\$ 24,139	\$ 96,554	\$ 72,415	\$ 72,415	\$ 72,415	\$ 72,415	\$ 64,370	\$ 788,526	\$ 788,526	\$ -
Employee Benefits.....3000-3999	\$ 39,903	\$ 89,783	\$ 89,783	\$ 89,783	\$ 79,808	\$ 29,928	\$ 149,639	\$ 89,783	\$ 89,783	\$ 89,783	\$ 74,819	\$ 74,819	\$ 987,614	\$ 987,614	\$ -
Supplies.....4000-4999	\$ 44,243	\$ 39,818	\$ 44,243	\$ 39,818	\$ 30,969	\$ 26,546	\$ 30,969	\$ 26,546	\$ 26,546	\$ 22,121	\$ 17,697	\$ 17,697	\$ 367,214	\$ 367,214	\$ -
Services.....5000-5999	\$ 57,975	\$ 57,975	\$ 65,222	\$ 50,730	\$ 50,730	\$ 65,222	\$ 57,975	\$ 50,730	\$ 57,975	\$ 50,730	\$ 43,482	\$ 43,482	\$ 652,227	\$ 652,227	\$ -
Capital Outlays.....6000-6599	\$ -	\$ 10,000	\$ -	\$ -	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ 20,000	\$ -
Other Outgo.....7000-7399	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Debt Service.....7400-7499	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interfund Transfers Out.....7600-7629	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Financing Uses.....7630-7699	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Non-Operating Suspense.....9910-9912	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Trans.....9940	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL DISBURSEMENTS	\$ 230,201	\$ 453,343	\$ 486,986	\$ 468,068	\$ 446,189	\$ 163,778	\$ 770,781	\$ 454,796	\$ 462,042	\$ 444,389	\$ 417,754	\$ 397,746	\$ 5,196,083	\$ 5,196,083	\$ -
NET INCREASE/DECREASE (B - C)	\$ (90,071)	\$ (218,646)	\$ 80,592	\$ (114,809)	\$ (103,984)	\$ 539,733	\$ (414,403)	\$ (53,103)	\$ 225,869	\$ (305)	\$ (58,807)	\$ 187,591	\$ 913,269	\$ -	\$ -
D. PRIOR YEAR TRANSACTIONS															
Accounts Receivable.....9120-9499	\$ 546,683	\$ 330,786	\$ 35,800	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 913,269	\$ -	\$ -
A/R Reserve.....9750	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accounts Payable.....9500-9630	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Deferred Revenue.....9650	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL PRIOR YEAR TRANSACTIONS	\$ 546,683	\$ 330,786	\$ 35,800	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 913,269	\$ -	\$ -
E. NET INCREASE/DECREASE (B - C + D)	\$ 456,611	\$ 92,140	\$ 116,392	\$ (114,809)	\$ (103,984)	\$ 539,733	\$ (414,403)	\$ (53,103)	\$ 225,869	\$ (305)	\$ (58,807)	\$ 187,591	\$ 913,269	\$ -	\$ -
F. ENDING CASH (A + E)	\$ 1,773,263	\$ 1,865,404	\$ 1,981,796	\$ 1,866,987	\$ 1,763,003	\$ 2,302,736	\$ 1,888,333	\$ 1,635,230	\$ 2,061,099	\$ 2,060,795	\$ 2,001,988	\$ 2,189,578	\$ 5,165,740	\$ 5,447,287	\$ 281,546

Westlake Charter School Cash Flow - 2016/17
Cash Flow Projections as of 6/2/2014

	July	August	September	October	November	December	January	February	March	April	May	June	to-date	0	0	Accruals
A. BEGINNING CASH.....9110	\$ 2,199,578	\$ 2,270,570	\$ 2,113,684	\$ 2,189,866	\$ 2,056,323	\$ 1,935,307	\$ 2,477,571	\$ 2,027,371	\$ 1,956,955	\$ 2,168,075	\$ 2,150,929	\$ 2,076,097	\$ -	\$ -	\$ -	\$ -
B. RECEIPTS																
Revenue Limit																
Property Tax.....8020-8079	\$ 143,115	\$ 143,115	\$ 455,897	\$ 257,607	\$ 257,607	\$ 455,897	\$ 257,607	\$ 257,607	\$ 455,897	\$ 257,607	\$ 257,607	\$ 455,897	\$ 3,655,463	\$ 3,655,463	\$ -	\$ -
State Aid.....8010-8019		\$ 46,239	\$ 92,479	\$ 61,652	\$ 61,652	\$ 61,652	\$ 61,652	\$ 61,652	\$ 61,652	\$ 64,221	\$ 64,221	\$ 66,780	\$ 770,655	\$ 770,655	\$ -	\$ -
Other.....8080-8089													\$ 67,628	\$ 90,171	\$ -	\$ -
Federal Revenues.....8100-8289	\$ 451	\$ 451	\$ 812	\$ 11,856	\$ 812	\$ 25,631	\$ 812	\$ 47,149	\$ 25,931	\$ 22,543	\$ 50,335	\$ 812	\$ 191,281	\$ 455,814	\$ -	\$ -
Other State Revenues.....8300-8599													\$ 566,560	\$ 566,560	\$ -	\$ -
Other Local Revenues.....8600-8799		\$ 28,328	\$ 28,328	\$ 28,328	\$ 28,328	\$ 169,968	\$ 42,492	\$ 42,492	\$ 42,452	\$ 56,656	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interfund Transfers In.....8910-8929													\$ -	\$ -	\$ -	\$ -
All Other Financing Sources 8931-8979													\$ -	\$ -	\$ -	\$ -
TOTAL RECEIPTS	\$ 143,566	\$ 218,133	\$ 577,515	\$ 359,444	\$ 348,399	\$ 713,448	\$ 362,563	\$ 406,901	\$ 697,848	\$ 451,363	\$ 365,132	\$ 605,274	\$ 5,251,587	\$ 5,538,663	\$ -	\$ 287,076
C. DISBURSEMENTS																
Certificated Salaries.....1000-1999	\$ 49,980	\$ 199,961	\$ 224,956	\$ 224,956	\$ 224,956	\$ 18,746	\$ 449,911	\$ 224,956	\$ 224,956	\$ 218,706	\$ 218,706	\$ 206,209	\$ 2,487,007	\$ 2,487,007	\$ -	\$ -
Classified Salaries.....2000-2999	\$ 42,041	\$ 67,266	\$ 75,674	\$ 75,674	\$ 67,266	\$ 25,225	\$ 100,899	\$ 75,674	\$ 75,674	\$ 75,674	\$ 75,674	\$ 67,266	\$ 824,009	\$ 824,009	\$ -	\$ -
Employee Benefits.....3000-3999	\$ 44,199	\$ 99,448	\$ 99,448	\$ 99,448	\$ 88,399	\$ 33,149	\$ 165,747	\$ 99,448	\$ 99,448	\$ 99,448	\$ 82,874	\$ 82,874	\$ 1,093,931	\$ 1,093,931	\$ -	\$ -
Supplies.....4000-4999	\$ 45,571	\$ 41,012	\$ 45,571	\$ 41,012	\$ 31,898	\$ 27,342	\$ 31,898	\$ 27,342	\$ 27,342	\$ 22,784	\$ 18,228	\$ 18,228	\$ 378,230	\$ 378,230	\$ -	\$ -
Services.....5000-5999	\$ 59,308	\$ 59,308	\$ 66,722	\$ 51,896	\$ 51,896	\$ 66,722	\$ 59,308	\$ 51,896	\$ 59,308	\$ 51,896	\$ 44,482	\$ 44,482	\$ 667,222	\$ 667,222	\$ -	\$ -
Capital Outlays.....6000-6599		\$ 10,000			\$ 5,000		\$ 5,000						\$ 20,000	\$ 20,000	\$ -	\$ -
Other Outgo.....7000-7399													\$ -	\$ -	\$ -	\$ -
Debt Service.....7400-7499													\$ -	\$ -	\$ -	\$ -
Interfund Transfers Out.....7600-7629													\$ -	\$ -	\$ -	\$ -
All Other Financing Uses.....7630-7699													\$ -	\$ -	\$ -	\$ -
Non-Operating-Suspense.....9910-9912													\$ -	\$ -	\$ -	\$ -
Trans.....9640													\$ -	\$ -	\$ -	\$ -
TOTAL DISBURSEMENTS	\$ 241,108	\$ 476,895	\$ 512,370	\$ 492,986	\$ 469,415	\$ 171,184	\$ 812,784	\$ 479,316	\$ 486,728	\$ 468,509	\$ 439,984	\$ 419,058	\$ 5,470,399	\$ 5,470,399	\$ -	\$ -
NET INCREASE/DECREASE (B - C)	\$ (97,542)	\$ (258,862)	\$ 65,145	\$ (133,542)	\$ (121,016)	\$ 542,264	\$ (450,201)	\$ (70,415)	\$ 211,120	\$ (17,146)	\$ (74,832)	\$ 186,216	\$ -	\$ -	\$ -	\$ -
D. PRIOR YEAR TRANSACTIONS																
Accounts Receivable.....9120-9499	\$ 166,534	\$ 101,976	\$ 11,037										\$ 281,546	\$ -	\$ -	\$ -
AR Reserve.....9750													\$ -	\$ -	\$ -	\$ -
Accounts Payable.....9500-9630													\$ -	\$ -	\$ -	\$ -
Deferred Revenue.....9650													\$ -	\$ -	\$ -	\$ -
TOTAL PRIOR YEAR TRANSACTIONS	\$ 166,534	\$ 101,976	\$ 11,037										\$ 281,546	\$ -	\$ -	\$ -
E. NET INCREASE/DECREASE (B - C + D)	\$ 70,992	\$ (156,886)	\$ 76,182	\$ (133,542)	\$ (121,016)	\$ 542,264	\$ (450,201)	\$ (70,415)	\$ 211,120	\$ (17,146)	\$ (74,832)	\$ 186,216	\$ 5,470,399	\$ 5,470,399	\$ -	\$ -
F. ENDING CASH (A + E)	\$ 2,270,570	\$ 2,113,684	\$ 2,189,866	\$ 2,056,323	\$ 1,935,307	\$ 2,477,571	\$ 2,027,371	\$ 1,956,955	\$ 2,168,075	\$ 2,150,929	\$ 2,076,097	\$ 2,262,313	\$ -	\$ -	\$ -	\$ -

Westlake Charter Middle School
Revenue and Assumptions
Multi-Year Projections

	2013-14 Adopted Budget 6/13/2013	2013-14 Projected Year-End	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget
Student Enrollment/ADA					
Total Student Enrollment	234	201	230	261	261
Grade 6	116	83	87	87	87
Grade 7	59	60	87	87	87
Grade 8	59	58	56	87	87
Student ADA Percentage	96.00%	97.00%	97.00%	97.00%	97.00%
Student ADA					
Grade 4-6	111.36	80.51	84.39	84.39	84.39
Grade 7-8	113.28	114.46	138.71	168.78	168.78
Total ADA	224.64	194.97	223.10	253.17	253.17
Funding Rates					
Statutory COLA	1.565%	1.565%	0.86%	2.20%	2.40%
LCFF - Grade 4-6		\$5,868	\$6,365	\$6,485	\$6,698
LCFF - Grade 7-8		\$5,868	\$6,365	\$6,485	\$6,698
Mandate Block Grant	\$24	\$14	\$14	\$14	\$14
Lottery	\$124	\$124	\$126	\$126	\$126
Restricted Lottery	\$30	\$30	\$30	\$30	\$30
Common Core Standards Implementation Grant	\$170	\$200	\$0	\$0	\$0
Special Education - State	\$422	\$422	\$481	\$492	\$442
Special Education - Federal			\$93	\$95	\$140
Special Education Mental Health		\$20	\$20	\$20	\$20
Supplemental Block Grant Rate per ADA	\$127	\$127	\$0	\$0	\$0
In-Lieu Property Tax Rates	\$1,198	\$1,197	\$1,197	\$1,197	\$1,197
Projected Revenue					
LCFF Grade 4-6		\$472,433	\$537,142	\$547,269	\$565,244
LCFF Grade 7-8		\$671,651	\$882,889	\$1,094,538	\$1,130,488
(Education Protection Act (EPA))	-\$210,402	-\$187,630	-\$254,468	-\$294,210	-\$303,873
TOTAL	\$1,202,760	\$956,454	\$1,165,564	\$1,347,598	\$1,391,860
Special Education - State	\$94,830	\$88,393	\$107,312	\$124,454	\$111,901
Special Education - Federal		\$13,330	\$20,715	\$24,024	\$35,444
Special Education Mental Health Lvl 1 and Lvl 2		\$22,619	\$23,182	\$23,783	\$23,783
Categorical Block Grant	\$94,000	\$0	\$0	\$0	\$0
TOTAL	\$188,830	\$124,342	\$151,209	\$172,261	\$171,128
Education Protection Act (EPA)	\$210,402	\$187,630	\$254,468	\$294,210	\$303,873
Other State Revenue					
Mandate Block Grant	\$2,561	\$1,494	\$2,730	\$3,123	\$3,544
Lottery	\$27,855	\$24,176	\$28,111	\$31,899	\$31,899
Restricted Lottery	\$6,739	\$5,849	\$6,693	\$7,595	\$7,595
CA Clean Energy Jobs Act		\$50,602			
TOTAL	\$55,407	\$82,121	\$37,533	\$42,618	\$43,039
Common Core Standards Implementation Grant	\$38,189	\$21,704	\$0	\$0	\$0
Other Local Revenue					
Fieldtrip Donations, WAVE Donations	\$24,300	\$83,428	\$37,600	\$23,400	\$23,400
Misc. Interest, Donations & Grants	\$123,200	\$105,212	\$53,000	\$57,000	\$57,000
TOTAL	\$147,500	\$188,640	\$90,600	\$80,400	\$80,400
All Other Financing (Rev. Loan, iPad)	\$9,779	\$9,779	\$9,779	\$0	\$0
PCSGP Grant (Federal Revenues)	\$225,000	\$278,126	\$0	\$0	\$0
TOTAL REVENUE	\$2,106,396	\$1,848,796	\$1,709,153	\$1,937,086	\$1,990,300

Westlake Charter Middle School
Expenses and Assumptions
Multi-Year Projections

		2013-14 Adopted Budget 6/13/2013	2013-14 Projected Year-End	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget
EXPENDITURES						
	Object #					
1000-1999 Payroll - Certificated - Total		\$721,521	\$616,235	\$713,195	\$745,176	\$778,593
CERTIFICATED TEACHERS	1100-1103	\$567,940	\$468,504	\$575,307	\$601,196	\$628,250
SUBSTITUTE TEACHERS	1104	\$5,625	\$7,502	\$7,500	\$7,725	\$7,957
ADMINISTRATOR/PRINCIPAL	1300	\$147,956	\$140,229	\$130,388	\$136,256	\$142,387
2000-2999 Payroll - Classified		\$134,405	\$129,916	\$215,232	\$224,917	\$235,039
INSTRUCTIONAL AIDE/SUPERVISION	2100-2104	\$56,812	\$51,041	\$89,746	\$93,784.3	\$98,004.6
CLASSIFIED SUPPORT SALARIES	2200	\$17,138	\$13,000	\$31,209	\$32,613.8	\$34,081.4
CLASSIFIED SUPERVISION & ADMIN	2300	\$43,617	\$43,617	\$45,352	\$47,393.1	\$49,525.7
CLERICAL & OFFICE	2400	\$16,838	\$22,258	\$48,925	\$51,126.3	\$53,426.9
3000-3999 Employee Benefits		\$243,055	\$213,149	\$273,154	\$308,180	\$348,421
STRS	3101-3102	\$59,524	\$50,568	\$67,754	\$82,715	\$98,881
PERS	3202	\$15,343	\$12,395	\$25,335	\$28,340	\$35,256
SOCIAL SECURITY	3301-3302	\$8,334	\$8,565	\$13,344	\$13,945	\$14,572
MEDICARE	3311-3312	\$12,722	\$11,443	\$13,463	\$14,066	\$14,698
HEALTH & WELFARE	3401-3402	\$131,693	\$117,088	\$138,409	\$152,250	\$167,475
STATE UNEMPLOYMENT	3501-3502	\$1,839	\$1,828	\$467	\$1,838	\$1,838
WORKER'S COMPENSATION	3600	\$13,258	\$10,895	\$14,380	\$15,027	\$15,701
4000-4999 Books, Supplies & Non-Capital Equip.		\$342,169	\$373,404	\$105,258	\$108,416	\$111,668
TEXTBOOKS	4100	\$12,000	\$73,233	\$16,308	\$16,797	\$17,301
OTHER BOOKS	4200	\$29,000	\$34,268	\$10,336	\$10,646	\$10,965
MATERIALS & SUPPLIES - UNRESTRICTED	4300	\$157,169	\$138,674	\$61,490	\$63,335	\$65,235
NON-CAPITALIZED F&E (\$4999 & under)	4400	\$139,000	\$127,229	\$17,124	\$17,638	\$18,167
5000-5999 Services, Other Operating		\$218,282	\$234,961	\$247,934	\$278,732	\$294,190
TRAVEL & CONFERENCE	5200	\$13,000	\$7,278	\$7,222	\$7,439	\$7,662
DUES & MEMBERSHIP	5300	\$1,150	\$1,150	\$750	\$773	\$796
INSURANCE	5400	\$10,392	\$10,392	\$9,660	\$9,950	\$10,248
UTILITIES	5510-5550	\$14,409	\$13,974	\$14,500	\$14,935	\$15,383
RENTALS	5610	\$500	\$500	\$500	\$515	\$530
LEASES (XEROX; MARLIN LEASING)	5620	\$5,630	\$8,582	\$8,400	\$8,652	\$8,912
DISTRICT COSTS (OVERSIGHT, MOU, FAC.)	5750-5752	\$47,707	\$48,470	\$52,036	\$70,395	\$72,507
PROFESSIONAL SERVICE MISC (Inc. Sped Svcs)	5800	\$111,000	\$120,835	\$136,442	\$145,993	\$156,212
ADVERTISEMENT	5810	\$500	\$1,806	\$4,224	\$4,351	\$4,481
AUDIT SERVICES	5815	\$3,175	\$11,123	\$3,175	\$3,334	\$3,500
FIELDTRIPS	5865	\$2,100	\$3,382	\$2,600	\$2,600	\$2,600
FINGERPRINTING	5870	\$250	\$0	\$200	\$250	\$250
LEGAL	5880	\$5,000	\$5,000	\$6,500	\$7,475	\$8,596
COMMUNICATIONS	5900-5910	\$2,744	\$1,744	\$1,000	\$1,100	\$1,210
POSTAGE	5920	\$725	\$725	\$725	\$972	\$1,302
6000-6999 Capital Outlay		\$17,500	\$500	\$500	\$5,000	\$5,000
SITES & IMPROVEMENTS	6200	\$15,000	\$0	\$0	\$2,500	\$2,500
EQUIPMENT	6400	\$2,500	\$500	\$500	\$2,500	\$2,500
TOTAL EXPENSES		\$1,676,932	\$1,568,165	\$1,555,273	\$1,670,422	\$1,772,912
7000-7999 Other Transfers Out		-\$60,260	-\$63,647	-\$63,279	\$0	\$0
DEBT SERVICES (iPad 1:1 Lease)	7438-7439	-\$9,779	-\$9,779	-\$9,779		
TRANSFERS OUT (Rev. Loan Payment)		-\$50,481	-\$53,868	-\$53,500	\$0	\$0

Westlake Charter Middle School
 Summary of Financials
 Multi-Year Projections

		2013-14 Adopted Budget 6/13/2013	2013-14 Projected Year-End	2014-15 Projected Budget	2015-16 Projected Budget	2016-17 Projected Budget
A. REVENUES						
1) LCFF		\$1,202,760	\$956,454	\$1,165,564	\$1,347,598	\$1,391,860
2) Special Ed		\$94,000	\$124,342	\$151,209	\$172,261	\$171,128
3) EPA		\$210,402	\$187,630	\$254,468	\$294,210	\$303,873
4) Other State Revenues (Lottery, Mandates)		\$216,955	\$103,825	\$37,533	\$42,618	\$43,039
5) Other Local Revenues		\$147,500	\$188,640	\$90,600	\$80,400	\$80,400
6) All Other Financing (Rev. Loan, iPad 1:1)		\$9,779	\$9,779	\$9,779	\$0	\$0
TOTAL REVENUES		\$2,106,396	\$1,848,796	\$1,709,153	\$1,937,086	\$1,990,300
B. EXPENDITURES						
1) Certificated Salaries	1100-1900	\$721,522	\$616,235	\$713,195	\$745,176	\$778,593
2) Classified Salaries	2100-2400	\$134,405	\$129,916	\$215,232	\$224,917	\$235,039
3) Employee Benefits	3100-3600	\$243,055	\$213,149	\$273,154	\$308,180	\$348,421
4) Books, Supplies, Non-Capital Equip	4000-4999	\$342,169	\$373,404	\$105,258	\$108,416	\$111,668
5) Services, Other Operating Exp	5000-5999	\$218,282	\$234,961	\$247,934	\$278,732	\$294,190
6) Capital Outlay	6000-6999	\$17,500	\$500	\$500	\$5,000	\$5,000
TOTAL EXPENDITURES		\$1,676,933	\$1,568,165	\$1,555,273	\$1,670,422	\$1,772,912
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES & USES						
		\$429,463	\$280,631	\$153,880	\$266,665	\$217,388
D. OTHER TRANSFERS IN/OUT						
1) Debt Services (iPad Lease)	7438-7439	-\$9,779	-\$9,779	-\$9,779	\$0	\$0
2) Transfers Out (Rev. Loan Repayment)		-\$50,481	-\$53,868	-\$53,500	\$0	\$0
TOTAL OTHER OUTGO / INCOME		-\$60,260	-\$63,647	-\$63,279	\$0	\$0
E. NET INCREASE (DECREASE) IN FUND BALANCE						
		\$369,203	\$216,984	\$90,601	\$266,665	\$217,388
F. FUND BALANCE, RESERVES						
1) Beginning Balance/July 1		\$312,065	\$681,268	\$581,891	\$672,492	\$939,157
2) Ending Balance		\$681,268	\$898,252	\$672,492	\$939,157	\$1,156,545
Components of Fund Balance						
Restricted for Econ Uncertainty 5%		\$86,860	\$81,591	\$80,928	\$83,521	\$88,646
Special Education Reserve 10%		\$173,719	\$163,181	\$161,855	\$167,042	\$177,291
Other		\$420,689	\$653,481	\$429,709	\$688,593	\$890,608

**Westlake Charter Middle School - 2013/14
Cash Flow Projections as of 6/2/2014**

	July	August	September	October	November	December	January	February	March	April	May	June	Actual + Est to-date	Budget	Estimated Accruals
A. BEGINNING CASH.....9110	\$ 219,027	\$ 291,633	\$ 108,483	\$ 285,803	\$ 249,150	\$ 329,261	\$ 531,376	\$ 417,514	\$ 423,120	\$ 559,411	\$ 547,984	\$ 484,962			
B. RECEIPTS															
Revenue Limit															
Property Tax	\$ 21,146	\$ 21,146	\$ 159,926	\$ 38,063	\$ 38,063	\$ 110,280	\$ 38,063	\$ 73,725	\$ 164,796	\$ 42,606	\$ -	\$ -	\$ 754,793	\$ 889,416	\$ 134,623
State Aid	\$ 9,609	\$ 9,609	\$ 19,217	\$ 12,811	\$ 20,908	\$ 20,908	\$ 20,908	\$ 20,908	\$ 42,668	\$ 23,539	\$ 23,651	\$ 39,839	\$ 254,966	\$ 254,668	\$ (298)
Other	\$ 53,126	\$ -	\$ 56,250	\$ 2,583	\$ 14,873	\$ 50,602	\$ 16,847	\$ -	\$ -	\$ 4,821	\$ (651)	\$ 7,505	\$ 278,126	\$ 278,126	\$ -
Federal Revenues	\$ -	\$ -	\$ 8,217	\$ 31,094	\$ 11,888	\$ 1,212	\$ 390	\$ 790	\$ 18,546	\$ 17,998	\$ 7,834	\$ 3,773	\$ 104,798	\$ 228,167	\$ 123,369
Other State Revenues	\$ -	\$ 4,115	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 234,017	\$ 188,640	\$ (45,377)
Other Local Revenues	\$ -	\$ 1,644	\$ 628	\$ -	\$ 785	\$ 654	\$ 1,400	\$ 891	\$ 1,124	\$ -	\$ 1,279	\$ 814	\$ 11,060	\$ 9,779	\$ (1,281)
Interfund Transfers In	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Financing Sources	\$ 74,350	\$ 36,514	\$ 275,332	\$ 81,597	\$ 186,517	\$ 294,906	\$ 77,608	\$ 96,314	\$ 227,134	\$ 88,964	\$ 32,113	\$ 156,412	\$ 1,637,761	\$ 1,848,796	\$ 257,694
TOTAL RECEIPTS	\$ 16,974	\$ 54,505	\$ 50,107	\$ 52,957	\$ 53,895	\$ 1,688	\$ 113,059	\$ 52,126	\$ 51,409	\$ 54,800	\$ 53,152	\$ 51,095	\$ 605,767	\$ 616,235	\$ 10,468
C. DISBURSMENTS															
Certificated Salaries	\$ 5,065	\$ 6,171	\$ 6,743	\$ 9,968	\$ 8,891	\$ 2,578	\$ 16,086	\$ 9,517	\$ 9,027	\$ 11,891	\$ 10,408	\$ 10,605	\$ 106,350	\$ 129,916	\$ 23,566
Classified Salaries	\$ 4,786	\$ 17,008	\$ 16,383	\$ 17,943	\$ 17,559	\$ 497	\$ 36,083	\$ 17,870	\$ 17,641	\$ 18,967	\$ 17,965	\$ 16,148	\$ 198,790	\$ 213,149	\$ 14,359
Employee Benefits	\$ 22,520	\$ 184,090	\$ 14,924	\$ 5,624	\$ 11,723	\$ 45,962	\$ 3,169	\$ 3,372	\$ 1,810	\$ 3,286	\$ 13,027	\$ 11,721	\$ 322,228	\$ 373,404	\$ 51,175
Supplies	\$ (2,318)	\$ -	\$ 1,632	\$ 3,100	\$ 5,829	\$ 33,867	\$ 14,011	\$ 7,731	\$ 10,893	\$ 11,404	\$ 5,273	\$ 51,864	\$ 147,422	\$ 234,961	\$ 87,538
Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlays	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000-5599	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000-7399	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Debt Service	\$ 69	\$ 69	\$ 16,895	\$ 18,261	\$ 8,482	\$ 8,413	\$ 8,485	\$ 138	\$ 69	\$ -	\$ 138	\$ -	\$ 61,019	\$ 63,647	\$ 2,628
7400-7499	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interfund Transfers Out	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7600-7629	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Financing Uses	\$ (18,912)	\$ (7,482)	\$ 26,394	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7630-7699	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Non-Operating Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8910-8912	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Trans.....9640	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL DISBURSMENTS	\$ 28,184	\$ 258,697	\$ 133,088	\$ 108,253	\$ 106,379	\$ 93,005	\$ 190,873	\$ 90,704	\$ 90,849	\$ 100,348	\$ 99,963	\$ 141,233	\$ 1,441,576	\$ 1,631,812	\$ 190,295
NET INCREASE/DECREASE (B - C)	\$ 46,166	\$ (222,183)	\$ 142,244	\$ (16,656)	\$ 80,138	\$ 201,901	\$ (113,265)	\$ 5,610	\$ 136,285	\$ (11,384)	\$ (67,850)	\$ 15,178			
D. PRIOR YEAR TRANSACTIONS															
Accounts Receivable	\$ 91,202	\$ 36,659	\$ 33,577	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 162,089	\$ -	\$ -
A/R Reserve	\$ -	\$ -	\$ -	\$ (3)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accounts Payable	\$ 11,636	\$ (2,373)	\$ 18,501	\$ -	\$ 27	\$ (214)	\$ 597	\$ 4	\$ (7)	\$ 44	\$ (4,177)	\$ -	\$ 24,035	\$ -	\$ -
Deferred Revenue	\$ 53,126	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 53,126	\$ -	\$ -
9650	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL PRIOR YEAR TRANSACTIONS	\$ 26,440	\$ 39,032	\$ 15,076	\$ 3	\$ (27)	\$ 214	\$ (597)	\$ (4)	\$ 7	\$ (44)	\$ 4,828	\$ -	\$ 84,928	\$ -	\$ -
E. NET INCREASE/DECREASE (B - C + D)	\$ 72,606	\$ (183,151)	\$ 157,320	\$ (16,653)	\$ 80,111	\$ 202,115	\$ (113,862)	\$ 5,606	\$ 136,292	\$ (311,428)	\$ (63,022)	\$ 15,178			
F. ENDING CASH (A + E)	\$ 291,633	\$ 108,483	\$ 265,803	\$ 249,150	\$ 329,261	\$ 531,376	\$ 417,514	\$ 423,120	\$ 559,411	\$ 547,984	\$ 548,962	\$ 560,140			

**Westlake Charter Middle School - 2014/15
Cash Flow Projections as of 6/2/2014**

	July	August	September	October	November	December	January	February	March	April	May	June	Actual + Est. to-date	Budget	Estimated Accruals
A. BEGINNING CASH.....9110	\$ 500,140	\$ 514,497	\$ 469,464	\$ 483,107	\$ 473,657	\$ 443,884	\$ 619,264	\$ 496,379	\$ 479,654	\$ 528,651	\$ 490,342	\$ 396,726			
B. RECEIPTS															
Revenue Limit	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Property Tax	\$ 44,004	\$ 44,004	\$ 142,823	\$ 142,823	\$ 79,206	\$ 142,823	\$ 79,206	\$ 79,206	\$ 142,823	\$ 49,264	\$ 2,464	\$ 63,617	\$ 946,668	\$ 1,134,540	\$ 185,871
State Aid	\$ -	\$ 17,130	\$ 34,259	\$ 22,839	\$ 22,839	\$ 22,839	\$ 22,839	\$ 22,839	\$ 39,018	\$ 21,888	\$ 21,888	\$ 37,114	\$ 285,492	\$ 285,492	\$ -
Other.....8080-8089	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,357	\$ 5,179	\$ -	\$ -	\$ 15,536	\$ 20,715	\$ 5,179
Federal Revenues.....8100-8299	\$ 136	\$ 136	\$ 246	\$ 12,996	\$ 246	\$ 8,947	\$ 246	\$ 14,604	\$ 8,947	\$ 15,498	\$ 8	\$ 8,701	\$ 70,710	\$ 168,027	\$ 97,317
Other State Revenues.....8300-8599	\$ -	\$ 2,718	\$ 4,530	\$ 4,530	\$ 4,530	\$ 63,420	\$ 1,812	\$ 1,812	\$ 1,812	\$ 1,812	\$ 1,812	\$ 1,812	\$ 90,600	\$ 90,600	\$ -
Other Local Revenues.....8600-8799	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interfund Transfers In.....8910-8929	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Financing Sources 8931-8979	\$ 815	\$ 815	\$ 815	\$ 815	\$ 815	\$ 815	\$ 815	\$ 815	\$ 815	\$ 815	\$ 815	\$ 814	\$ 9,779	\$ 9,779	\$ -
TOTAL RECEIPTS	\$ 44,955	\$ 64,803	\$ 182,673	\$ 120,386	\$ 107,636	\$ 238,844	\$ 104,918	\$ 119,276	\$ 203,772	\$ 94,476	\$ 26,987	\$ 112,058	\$ 1,420,785	\$ 1,709,153	\$ 288,367
C. DISBURSEMENTS															
Certified Salaries.....1000-1999	\$ 14,336	\$ 57,342	\$ 64,510	\$ 64,510	\$ 64,510	\$ 5,376	\$ 129,020	\$ 64,510	\$ 64,510	\$ 62,718	\$ 62,718	\$ 59,134	\$ 713,195	\$ 713,195	\$ -
Classified Salaries.....2000-2999	\$ 10,891	\$ 17,670	\$ 19,766	\$ 19,766	\$ 17,570	\$ 6,589	\$ 26,355	\$ 19,766	\$ 19,766	\$ 19,766	\$ 19,766	\$ 17,570	\$ 215,232	\$ 215,232	\$ -
Employee Benefits.....3000-3999	\$ 11,036	\$ 24,832	\$ 24,832	\$ 24,832	\$ 22,073	\$ 8,277	\$ 41,387	\$ 24,832	\$ 24,832	\$ 24,832	\$ 20,693	\$ 20,693	\$ 273,154	\$ 273,154	\$ -
Supplies.....4000-4999	\$ 12,692	\$ 11,413	\$ 12,662	\$ 11,413	\$ 8,877	\$ 7,609	\$ 8,877	\$ 7,609	\$ 7,609	\$ 6,341	\$ 5,073	\$ 5,073	\$ 105,268	\$ 105,268	\$ -
Services.....5000-5999	\$ 22,038	\$ 22,038	\$ 24,793	\$ 19,284	\$ 19,284	\$ 24,793	\$ 22,038	\$ 19,284	\$ 22,038	\$ 19,284	\$ 16,529	\$ 16,529	\$ 247,934	\$ 247,934	\$ -
Capital Outlays.....6000-6599	\$ -	\$ 250	\$ -	\$ -	\$ 125	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500	\$ 500	\$ -
Other Outgo.....7000-7399	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Debt Service.....7400-7499	\$ -	\$ -	\$ 15,820	\$ -	\$ -	\$ 15,820	\$ -	\$ -	\$ 15,820	\$ -	\$ -	\$ 15,820	\$ 63,279	\$ 63,279	\$ -
Interfund Transfers Out.....7600-7629	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other Financing Uses.....7630-7699	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Non-Operating Suspense.....8910-8912	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Trans.....9640	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL DISBURSEMENTS	\$ 71,073	\$ 133,446	\$ 162,403	\$ 139,806	\$ 132,439	\$ 68,464	\$ 227,803	\$ 136,002	\$ 154,576	\$ 132,941	\$ 124,779	\$ 134,819	\$ 1,618,552	\$ 1,618,552	\$ -
NET INCREASE/DECREASE (B - C)	\$ (26,118)	\$ (68,643)	\$ 20,270	\$ (19,420)	\$ (24,803)	\$ 170,380	\$ (122,884)	\$ (16,726)	\$ 49,197	\$ (38,465)	\$ (97,793)	\$ (22,761)			
D. PRIOR YEAR TRANSACTIONS															
Accounts Receivable.....9120-9499	\$ 154,616	\$ 90,193	\$ 12,885	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 257,694	\$ -	\$ -
APR Reserve.....9750	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accounts Payable.....9500-9630	\$ 114,142	\$ 66,583	\$ 9,512	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 44	\$ (4,177)	\$ -	\$ 186,103	\$ -	\$ -
Deferred Revenue.....9650	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL PRIOR YEAR TRANSACTIONS	\$ 40,475	\$ 23,610	\$ 3,373	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (44)	\$ 4,177	\$ -	\$ 71,591	\$ -	\$ -
E. NET INCREASE/DECREASE (B - C + D)	\$ 14,356	\$ (45,033)	\$ 23,643	\$ (19,420)	\$ (24,803)	\$ 170,380	\$ (122,884)	\$ (16,726)	\$ 49,197	\$ (38,509)	\$ (93,616)	\$ (22,761)			
F. ENDING CASH (A + E)	\$ 514,497	\$ 469,464	\$ 493,107	\$ 473,687	\$ 448,884	\$ 619,264	\$ 496,379	\$ 479,654	\$ 528,851	\$ 490,342	\$ 396,726	\$ 373,965			

**Westlake Charter Middle School - 2015/16
Cash Flow Projections as of 6/2/2014**

	July	August	September	October	November	December	January	February	March	April	May	June	Actual + Est. to-date	Budget	Estimated Accruals
A. BEGINNING CASH..... 9110	\$ 373,965	\$ 522,632	\$ 551,215	\$ 616,848	\$ 602,974	\$ 582,790	\$ 783,480	\$ 659,414	\$ 650,618	\$ 743,775	\$ 746,264	\$ 736,244			
B. RECEIPTS															
Revenue Limit															
Property Tax	\$ 52,234	\$ 52,234	\$ 167,573	\$ 94,021	\$ 94,021	\$ 167,573	\$ 94,021	\$ 94,021	\$ 167,573	\$ 94,021	\$ 94,021	\$ 167,573	\$ 1,338,884	\$ 1,338,884	\$ -
State Aid		\$ 18,175	\$ 36,351	\$ 24,234	\$ 24,234	\$ 24,234	\$ 24,234	\$ 24,234	\$ 50,497	\$ 25,233	\$ 25,233	\$ 26,263	\$ 302,923	\$ 302,923	\$ -
Other													\$ 18,018	\$ 24,024	\$ -
Federal Revenues													\$ 80,274	\$ 190,855	\$ 172,837
Other State Revenues	\$ 156	\$ 156	\$ 281	\$ 13,362	\$ 281	\$ 10,155	\$ 281	\$ 16,933	\$ 10,155	\$ 18,078	\$ 281	\$ 10,155	\$ 80,274	\$ 190,855	\$ 110,591
Other Local Revenues		\$ 2,412	\$ 4,020	\$ 4,020	\$ 4,020	\$ 56,280	\$ 1,608	\$ 1,608	\$ 1,608	\$ 1,608	\$ 1,608	\$ -	\$ 80,400	\$ 80,400	\$ -
Interfund Transfers In													\$ -	\$ -	\$ -
All Other Financing Sources													\$ -	\$ -	\$ -
TOTAL RECEIPTS	\$ 52,390	\$ 72,977	\$ 208,225	\$ 135,636	\$ 122,556	\$ 258,242	\$ 120,144	\$ 136,796	\$ 241,845	\$ 144,946	\$ 121,143	\$ 205,599	\$ 1,820,499	\$ 1,937,086	\$ 283,418
C. DISBURSEMENTS															
Certified Salaries	\$ 14,978	\$ 59,914	\$ 67,403	\$ 67,403	\$ 67,403	\$ 5,617	\$ 134,806	\$ 67,403	\$ 67,403	\$ 67,403	\$ 65,530	\$ 61,786	\$ 745,176	\$ 745,176	\$ -
Classified Salaries	\$ 11,475	\$ 18,361	\$ 20,656	\$ 20,656	\$ 18,361	\$ 6,885	\$ 27,541	\$ 20,656	\$ 20,656	\$ 20,656	\$ 20,656	\$ 18,361	\$ 224,917	\$ 224,917	\$ -
Employee Benefits	\$ 12,452	\$ 28,016	\$ 28,016	\$ 28,016	\$ 24,904	\$ 9,339	\$ 46,694	\$ 28,016	\$ 28,016	\$ 28,016	\$ 23,347	\$ 23,347	\$ 308,180	\$ 308,180	\$ -
Supplies	\$ 13,062	\$ 11,756	\$ 13,062	\$ 11,756	\$ 9,143	\$ 7,837	\$ 9,143	\$ 7,837	\$ 7,837	\$ 6,531	\$ 5,225	\$ 5,225	\$ 108,416	\$ 108,416	\$ -
Services	\$ 24,776	\$ 24,776	\$ 27,873	\$ 21,680	\$ 21,680	\$ 27,873	\$ 24,776	\$ 21,680	\$ 24,776	\$ 21,680	\$ 18,582	\$ 18,582	\$ 278,732	\$ 278,732	\$ -
Capital Outlays		\$ 2,500			\$ 1,250		\$ 1,250						\$ 5,000	\$ 5,000	\$ -
Other Outgo													\$ -	\$ -	\$ -
Debt Service													\$ -	\$ -	\$ -
Interfund Transfers Out													\$ -	\$ -	\$ -
All Other Financing Uses													\$ -	\$ -	\$ -
Non-Operating-Suspense													\$ -	\$ -	\$ -
Trans													\$ -	\$ -	\$ -
TOTAL DISBURSEMENTS	\$ 76,743	\$ 145,322	\$ 157,010	\$ 149,510	\$ 142,740	\$ 57,551	\$ 244,210	\$ 145,592	\$ 148,688	\$ 142,413	\$ 133,340	\$ 127,301	\$ 1,670,422	\$ 1,670,422	\$ -
NET INCREASE/DECREASE (B - C)	\$ (24,354)	\$ (72,345)	\$ 51,215	\$ (13,874)	\$ (20,184)	\$ 200,691	\$ (124,066)	\$ (8,796)	\$ 93,157	\$ 2,533	\$ (12,197)	\$ 78,299	\$ 288,367	\$ -	\$ -
D. PRIOR YEAR TRANSACTIONS													\$ -	\$ -	\$ -
Accounts Receivable	\$ 173,020	\$ 100,929	\$ 14,418	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
A/R Reserve													\$ -	\$ -	\$ -
Accounts Payable													\$ -	\$ -	\$ -
Deferred Revenue													\$ -	\$ -	\$ -
TOTAL PRIOR YEAR TRANSACTIONS	\$ 173,020	\$ 100,929	\$ 14,418	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
E. NET INCREASE/DECREASE (B - C + D)	\$ 148,667	\$ 28,583	\$ 65,633	\$ (13,874)	\$ (20,184)	\$ 200,691	\$ (124,066)	\$ (8,796)	\$ 93,157	\$ 2,533	\$ (12,197)	\$ 78,299	\$ 288,367	\$ -	\$ -
F. ENDING CASH (A + E)	\$ 522,632	\$ 551,215	\$ 616,848	\$ 602,974	\$ 582,790	\$ 783,480	\$ 659,414	\$ 650,618	\$ 743,775	\$ 746,264	\$ 738,244	\$ 736,244	\$ 1,820,499	\$ 1,937,086	\$ 283,418

**Westlake Charter Middle School - 2016/17
Cash Flow Projections as of 6/2/2014**

	July	August	September	October	November	December	January	February	March	April	May	June	Actual + Est. to-date	Budget	Estimated Accruals
A. BEGINNING CASH..... 9110	\$ 816,543	\$ 971,550	\$ 1,000,019	\$ 1,071,519	\$ 1,060,752	\$ 1,042,326	\$ 1,189,103	\$ 1,062,754	\$ 1,055,009	\$ 1,148,988	\$ 1,154,423	\$ 1,148,141			
B. RECEIPTS															
Revenue Limit															
Property Tax.....8020-8079	\$ 54,441	\$ 54,441	\$ 173,962	\$ 97,993	\$ 97,993	\$ 173,962	\$ 97,993	\$ 97,993	\$ 173,962	\$ 97,993	\$ 97,993	\$ 173,962	\$ 1,392,688	\$ 1,392,688	\$ -
State Aid.....8010-8019		\$ 18,183	\$ 36,365	\$ 24,244	\$ 24,244	\$ 24,244	\$ 24,244	\$ 24,244	\$ 50,518	\$ 25,244	\$ 25,244	\$ 26,274	\$ 303,044	\$ 303,044	\$ -
Other.....8080-8099									\$ 17,722	\$ 8,861			\$ 26,583	\$ 35,444	\$ 8,861
Federal Revenues.....8100-8299															
Other State Revenues.....8300-8599	\$ 2,152	\$ 2,152	\$ 3,874	\$ 16,954	\$ 3,874	\$ 3,874	\$ 3,874	\$ 18,846	\$ 3,874	\$ 19,875	\$ 3,874	\$ 3,874	\$ 87,094	\$ 178,723	\$ 91,629
Other Local Revenues.....8600-8799	\$ 9,687	\$ 8,718	\$ 9,687	\$ 8,718	\$ 6,761	\$ 5,812	\$ 6,761	\$ 5,812	\$ 5,812	\$ 4,843	\$ 3,875		\$ 80,400	\$ 80,400	\$ -
Interfund Transfers In.....8910-8929															
All Other Financing Sources 8931-8979															
TOTAL RECEIPTS	\$ 66,280	\$ 83,493	\$ 223,887	\$ 147,909	\$ 132,891	\$ 207,891	\$ 132,891	\$ 146,895	\$ 251,887	\$ 156,816	\$ 130,985	\$ 207,984	\$ 1,889,809	\$ 1,990,300	\$ 100,490
C. DISBURSEMENTS															
Certificated Salaries.....1000-1999	\$ 15,650	\$ 19,187	\$ 21,585	\$ 70,426	\$ 19,187	\$ 5,869	\$ 140,851	\$ 70,426	\$ 70,426	\$ 68,469	\$ 68,469	\$ 64,557	\$ 778,593	\$ 778,593	\$ -
Classified Salaries.....2000-2999	\$ 11,992	\$ 19,187	\$ 21,585	\$ 21,585	\$ 7,195	\$ 10,558	\$ 28,780	\$ 21,585	\$ 21,585	\$ 21,585	\$ 21,585	\$ 19,187	\$ 235,039	\$ 235,039	\$ -
Employee Benefits.....3000-3999	\$ 14,077	\$ 31,675	\$ 31,675	\$ 31,675	\$ 28,155	\$ 31,675	\$ 52,791	\$ 31,675	\$ 31,675	\$ 31,675	\$ 26,396	\$ 26,396	\$ 348,421	\$ 348,421	\$ -
Supplies.....4000-4999	\$ 13,454	\$ 12,108	\$ 13,454	\$ 12,108	\$ 9,418	\$ 8,073	\$ 9,418	\$ 8,073	\$ 8,073	\$ 6,727	\$ 5,382	\$ 5,382	\$ 111,668	\$ 111,668	\$ -
Services.....5000-5999	\$ 26,150	\$ 26,150	\$ 29,419	\$ 22,882	\$ 22,882	\$ 29,419	\$ 26,150	\$ 22,882	\$ 26,150	\$ 22,882	\$ 19,613	\$ 19,613	\$ 294,190	\$ 294,190	\$ -
Capital Outlays.....6000-6999		\$ 2,500			\$ 1,250		\$ 1,250						\$ 5,000	\$ 5,000	\$ -
Other Outgo.....7000-7999															
Debt Service.....7400-7499															
Interfund Transfers Out.....7600-7629															
All Other Financing Uses.....7630-7699															
Non-Operating-Suspense.....9910-9912															
Trans.....9640															
TOTAL DISBURSEMENTS	\$ 81,323	\$ 154,220	\$ 166,558	\$ 158,676	\$ 151,317	\$ 61,113	\$ 259,240	\$ 154,640	\$ 157,908	\$ 151,338	\$ 141,444	\$ 135,134	\$ 1,772,912	\$ 1,772,912	\$ -
NET INCREASE/DECREASE (B - C)	\$ (15,044)	\$ (70,727)	\$ 57,329	\$ (10,767)	\$ (18,426)	\$ 146,778	\$ (126,349)	\$ (7,745)	\$ 93,979	\$ 5,479	\$ (10,459)	\$ 74,850			
D. PRIOR YEAR TRANSACTIONS															
Accounts Receivable.....9120-9499	\$ 170,051	\$ 99,196	\$ 14,171										\$ 263,418		
AR Reserve.....9750															
Accounts Payable.....9500-9630															
Deferred Revenue.....9650															
TOTAL PRIOR YEAR TRANSACTIONS	\$ 170,051	\$ 99,196	\$ 14,171										\$ 263,418		
E. NET INCREASE/DECREASE (B - C + D)	\$ 155,007	\$ 28,469	\$ 71,500	\$ (10,767)	\$ (18,426)	\$ 146,778	\$ (126,349)	\$ (7,745)	\$ 93,979	\$ 5,479	\$ (10,459)	\$ 77,850	\$ 515,007	\$ 515,007	\$ 77,850
F. ENDING CASH (A + E)	\$ 971,550	\$ 1,000,019	\$ 1,071,519	\$ 1,060,752	\$ 1,042,326	\$ 1,189,103	\$ 1,062,754	\$ 1,055,009	\$ 1,148,988	\$ 1,154,423	\$ 1,148,141	\$ 1,220,991			

Westlake Charter School Curriculum Ordering
2014 - 2015

Content Area	Grade Level(s)	Vendor / Description	\$
Math	Consumable Material Reorder (2 nd)	Houghton Mifflin Math – Consumable replacements	\$5,269.31
Math	K, 2 nd , 3 rd , 5 th	Ready Common Core – Teacher Resource Book (1 per teacher) & Student Book (1 per teacher)	\$825.94
Language Arts	New Classrooms/Class Library (2-3 rd) (1-4 th) (1-5 th)	Phyllis Hunter Classroom Libraries 100 grade level books (4 classrooms)	\$1, 628.00
Language Arts	New 2- 3 rd Grade 1 – 4 th Grade 1 – 5 th Grade	Scholastic- Children’s/ Student Dictionary (Hardcover /10 per class) and Thesaurus (5 per class)	\$854.40
Language Arts	5 th Grade Supplemental	Time for Kids – Grammar, Usage, Mechanics Plus TE	\$820.84
Writing	5 th Grade Supplemental	Time for Kids – Exploring Writing Classroom Kit	\$999.98
Guided Reading	All Grades K-5	Class Novels/Guided Reading Books (Nonfiction for CCSS)	\$2000.00
Spelling	4 th Grade	Spelling City	\$228.15
Language Arts	Consumable Material Reorder (k-3)	Houghton Mifflin Harcourt Excursions- Consumable Replacements	Free
Language Arts	5 th Grade New	Class Novel Sets – <i>Sign of the Beaver, Watsons Go to Birmingham</i>	\$419.40
Grammar and Language Usage and Spelling	3 rd Grade New	Evan Moor Daily Language Review Curriculum (etextbooks)	\$43.98
Social Studies	5 th Grade	History Alive! Student subscriptions (1 year) Student Edition Hardback Books (5)	\$2,288.25
Science	5 th Grade	Supplemental Science textbooks and web subscriptions	\$200.00
Social Studies	4th	CA studies Weekly	\$639.69
Social Studies	New 4th	Amazon – Harcourt Brace California Student Edition (14 copies)	\$728.00
Social Studies	5th	Time for Kids Magazine	\$633.36
Responsive Classroom	2 New 3 rd Grade 1 New 4 th Grade 1 New 5 th Grade	Morning Meeting Book	\$96.00
Responsive Classroom	2 New 3 rd Grade 1 New 4 th Grade 1 New 5 th Grade	99 Activities and Greetings	\$88.00
Reading	K, 1 st , 2nd	RAZ-Kids Online Subscription (1 year)	\$1,274.25

TOTAL Page One: \$19,037.55

Westlake Charter Middle School Curriculum Ordering
2014 - 2015

Content Area	Grade Level(s)	Vendor / Description	\$
Math	6 th , 7 th , 8 th Grade	Pearson Prentice Hall Math – Course 1, 2, 3 (supplemental) hardcover books – 10 each)	\$1,144.31
Science	6 th , 7 th , 8 th Grade	Pearson Softcover Books	\$362.49
History/ELA	6 th , 7 th , 8 th Grade	Follet Educational Services – Novel Class Set - <i>Iqbal</i>	\$291.64
All Areas	Sixth Grade	Supplemental Materials for PBL Units and Grade Level Specific Curriculum	\$300.00
All Areas	Seventh Grade	Supplemental Materials for PBL Units and Grade Level Specific Curriculum	\$300.00
All Areas	Eighth Grade	Supplemental Materials for PBL Units and Grade Level Specific Curriculum	\$300.00
EL Support	6 th , 7 th , 8 th	Supplemental Materials	\$300.00
Intervention	6 th , 7 th , 8 th	Supplemental Materials	\$300.00
GATE	6 th , 7 th , 8 th	Supplemental Materials	\$300.00
			TOTAL: \$3,598.44
Items to be split between WCS/WCMS			
All Areas	4 th - 8 th	Engrade Pro -1 year	\$2,824.00
			Grand Total: \$28,159.99

Westlake Charter School

BOARD REPORT

June 12, 2014

TOPIC/ AGENDA ITEM:

Accept and approve the Independent Contractor Agreement between Westlake Charter School and Kate Burwinkel.

PERSONNEL INVOLVED:

H. Gawlick

ISSUES INVOLVED/FISCAL IMPLICATIONS (IF ANY):

K. Burwinkel and J. Eick have met regularly over the past couple months to ensure the positive transition of the Executive Director position. This Agreement allows additional support, if needed, through the 2014-15 school year.

IMPACT ON SCHOOL MISSION, VISION OR GOALS, (IF ANY):

BOARD PRESIDENT'S RECOMMENDATION:

I recommend approve the independent contractor agreement

Hope Gawlick
WCS Board President

**INDEPENDENT CONTRACTOR AGREEMENT
BETWEEN
WESTLAKE CHARTER SCHOOL AND KATE BURWINKEL**

This Agreement is made between Westlake Charter School (“WCS”), a California non-profit corporation with its principal place of business at 3800 Del Paso Road, Sacramento, CA 95834 and Kate Burwinkel (“Independent Contractor”).

It is the desire of WCS to engage the services of Independent Contractor. Such services and the relationship between WCS and Independent Contractor shall be governed according to the following terms and conditions:

SECTION 1. SERVICES TO BE PERFORMED. Independent Contractor agrees to perform the services detailed in **Attachment A** on WCS’s behalf.

SECTION 2. PAYMENT. In consideration for the services to be performed by Independent Contractor, WCS agrees to pay Independent Contractor at the rate of \$80 per hour, not to exceed \$8,000 for the term of this Agreement.

SECTION 3. EXPENSES. Independent Contractor shall be responsible for all expenses incurred while performing services under this Agreement. However, WCS shall reimburse Independent Contractor for all reasonable and approved out-of-pocket expenses necessarily incurred in connection with the performance of services under this Agreement. Independent Contractor shall submit an itemized statement of such expenses. WCS shall pay Contractor within thirty (30) days from the date of each statement.

SECTION 4. MATERIALS. Independent Contractor will furnish all materials, equipment and supplies used to provide the services required by this Agreement.

SECTION 5. CONDITIONS OF INDEPENDENT CONTRACTOR SERVICES. As a condition of Independent Contractor being selected to provide the services detailed in **Attachment A**, Independent Contractor shall provide WCS with the following:

- Negative TB test results;
- Completion of the live scan background checks (paid for by Independent Contractor);
- Copy of qualifications, including resume, credential, license(s), or certification for Independent Contractor as they relate to the services provided under **Attachment A**;
- Proof of insurance as it relates to the services provided under **Attachment A**; and
- W-9.

SECTION 6. INTELLECTUAL PROPERTY OWNERSHIP. Independent Contractor assigns to WCS all patent, copyright and trade secret rights in anything created or developed by Independent Contractor for WCS under this Agreement. This assignment is conditioned upon full payment of the compensation due Independent Contractor under this Agreement. Independent Contractor shall help prepare any documents WCS considers necessary to secure any copyright, patent, or other intellectual property rights at no charge to WCS. Independent Contractor agrees to honor the proprietary information of WCS and shall not disclose or circumvent such proprietary information now or in the future. Upon the conclusion of this Agreement, Independent Contractor shall return all records, files, contacts and other proprietary

information of WCS to WCS. However, WCS shall reimburse Independent Contractor for all reasonable actual expenses necessary to carry out the terms of this Section.

SECTION 7. TERM OF AGREEMENT. This agreement will become effective when signed by both parties and will terminate the date either party terminates the Agreement as provided below.

SECTION 8. TERMINATING THE AGREEMENT. During the term of this Agreement, either party may terminate the Agreement without cause or advance notice at any time by providing written notice to the other party.

This Agreement terminates automatically on the occurrence of any of the following events: (a) the bankruptcy or insolvency of either party; (b) sale of business of either party; or (c) the death or permanent disability of either party; (d) material breach of any term or condition of this Agreement; or (e) revocation or nonrenewal of the WCS charter.

SECTION 9. INDEPENDENT CONTRACTOR STATUS. Independent Contractor is an independent contractor, not an employee of WCS. Independent Contractor's employees or subcontractors are not WCS's employees. Independent Contractor and WCS agree to the following rights consistent with an independent contractor relationship:

- (a) Independent Contractor has the right to perform services for others during the term of this Agreement.
- (b) Independent Contractor has the sole right to control and direct the means, manner and method by which the services required by this Agreement will be performed to the extent the provision of Independent Contractor's services are consistent with the responsibilities set forth herein at **Attachment A** as dictated by WCS.
- (c) Independent Contractor has the right to hire assistants as subcontractors, or to use employees to provide the services required by this Agreement.
- (d) Independent Contractor or Independent Contractor's employees or subcontractors shall perform the services required by this Agreement; WCS shall not hire, supervise or pay any assistants to help Independent Contractor.
- (e) Neither Independent Contractor nor Independent Contractor's employees or subcontractors shall receive any training from WCS in the skills necessary to perform the services required by this Agreement.
- (f) WCS shall not require Independent Contractor or Independent Contractor's employees or subcontractors to devote full time to performing the services required by this Agreement.
- (g) Neither Independent Contractor nor Independent Contractor's employees or subcontractors are eligible to participate in any employee pension, health, vacation pay, sick pay or other fringe benefit plan of WCS.

SECTION 10. WORKERS' COMPENSATION. WCS shall not obtain workers' compensation insurance on behalf of Independent Contractor or Independent Contractor's employees. If

Independent Contractor hires employees to perform any work under this Agreement, Independent Contractor will obtain workers' compensation insurance for those employees to the extent required by law.

SECTION 11. LOCAL, STATE AND FEDERAL TAXES. Independent Contractor shall pay all income taxes and FICA (Social Security and Medicare taxes) incurred while performing services under this Agreement. WCS will not:

- (a) Withhold FICA from Independent Contractor's payments or make FICA payments on Independent Contractor's behalf;
- (b) Make state or federal unemployment compensation contributions on Independent Contractor's behalf; or
- (c) Withhold state or federal income tax from Independent Contractor's payments.

If Independent Contractor is required to pay any federal, state or local sales, use, property, or value added taxes based on the services provided under this Agreement, the taxes shall be separately billed to WCS. Independent Contractor shall not pay any interest or penalties incurred due to late payment or nonpayment of any taxes by WCS.

SECTION 12. CONFIDENTIALITY. Independent Contractor acknowledges that during the engagement it will have access to and become acquainted with various trade secrets, inventions, innovations, processes, information, records and specifications owned or licensed by WCS and/or used by WCS in connection with the operation of its business including, without limitation, WCS's business and product processes, methods, pupil/personnel record information, accounts and procedures.

SECTION 13. EXCLUSIVE AGREEMENT. This is the entire Agreement between Independent Contractor and WCS. All previous agreements between the parties, if any, whether written or oral, are merged herein and superseded hereby.

SECTION 14. MODIFYING THE AGREEMENT. This Agreement may be supplemented, amended, or modified only by the mutual agreement of both parties. No modification of this Agreement shall be binding unless in writing and expressing an intent to modify the Agreement and signed by both parties.

SECTION 15. DISPUTE RESOLUTION. If a dispute arises under this Agreement, the parties agree to first try to resolve the dispute with the help of a mutually agreed-upon mediator in Sacramento County. Any costs and fees other than attorneys' fees associated with the mediation shall be shared equally by the parties. If it proves impossible to arrive at a mutually satisfactory solution through mediation, the parties agree to submit the dispute to a mutually agreed-upon arbitrator in Sacramento County. Judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction to do so. Costs of arbitration, including attorneys' fees, will be allocated by the arbitrator.

SECTION 16. LIMITED LIABILITY. This provision allocates the risks under this Agreement between Independent Contractor and WCS. Independent Contractor's pricing reflects the allocation of risk and limitation of liability specified below. However, Independent Contractor shall remain liable for bodily injury or personal property damage resulting from

grossly negligent or willful actions of Independent Contractor or Independent Contractor's employees or agents while on WCS's premises to the extent such actions or omissions were not caused by WCS. NEITHER PARTY TO THIS AGREEMENT SHALL BE LIABLE FOR THE OTHER'S LOST PROFITS, OR SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, WHETHER IN AN ACTION IN CONTRACT OR TORT, EVEN IF THE PARTY HAS BEEN ADVISED BY THE OTHER PARTY OF THE POSSIBILITY OF SUCH DAMAGES.

SECTION 17. LIABILITY AND INDEMNIFICATION. With regard to the services to be performed by the Independent Contractor pursuant to the terms of this Agreement, WCS shall not be liable to the Independent Contractor, or to anyone who may claim any right due to any relationship with the Independent Contractor, for any acts or omissions of WCS, except when said acts or omissions of WCS are due to willful misconduct or gross negligence. Independent Contractor shall hold WCS free and harmless from any obligations, costs, claims, judgments, attorneys' fees, and attachments arising from or growing out of the services rendered by Independent Contractor pursuant to the terms of this agreement or in any way connected with the rendering of services, except when the same shall arise due to the willful misconduct or gross negligence of WCS and WCS is adjudged to be guilty of willful misconduct or gross negligence by a court of competent jurisdiction.

SECTION 17. NOTICES. All notices and other communications in connection with this Agreement shall be in writing and shall be considered given as follows:

- (a) When delivered personally to the recipient's address as stated on this Agreement;
- (b) Three days after being deposited in the United States mail, with postage prepaid to the recipient's address as stated on this Agreement, or
- (c) When sent by fax to the last fax number of the recipient known to the person giving notice.

Notice is effective upon receipt provided that a duplicate copy of the notice is promptly given by first class mail, or the recipient delivers a written confirmation of receipt.

SECTION 18. NO PARTNERSHIP. This Agreement does not create a partnership relationship. Neither party has authority to enter into contracts on the other's behalf.

SECTION 19. INTERPRETATION AND OPPORTUNITY FOR COUNSEL. In the event of a controversy or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein. The parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel.

SECTION 20. APPLICABLE LAW. This Agreement will be governed by the laws of the State of California.

SIGNATURES:

ON BEHALF OF WCS:

Hope Gawlick

Title: Westlake Charter School Board
President

Date: _____

INDEPENDENT CONTRACTOR:

Kate Burwinkel

Date: _____

**Attachment A
Scope of Services**

Scope	Description	Timeline
Strategic Advice/Research	Provide Westlake Charter School with guidance and recommendations to expand and advance the overall education mission and goals, as well as strategic advice and research services.	As Needed
Procedure Development	Provide input and development to establish or update school procedure documents and administrative regulations	As Needed
Document Development	Devise templates for curriculum, assessment, school overview documents, and/or class schedules	As Needed
Grants	Research, write, and facilitate participation in educational grant programs. Increase the school's capacity to secure foundational and federal grants	As Needed
Application Screening	Assist in screening, interviewing and confidential reference checks for new hires to the school	As Needed
Communication	Assist Westlake Charter in the construction of appropriate and effective communication about initiatives	As Needed
Charter Renewal	Assist as needed in the development of charter renewal documents	As Needed

2014-15 Westlake Charter School Board Dates

Event	Month or Date	
Brown Act Training	April 16, 2015	
Board Officer Elections	August 14th, 2014	
Outreach	December, 2014	
Calendar review	December, 2014	
Calendar Adoption	January, 2015	
Exec Director/Annual goals & eval (closed session)	October 2014, February 2015	
15-16 Budget Approval	June, 2015	
Board elections & community rep appointment	March 12, 2015	
Student/parent handbook review	May, 2015	
Lottery	March 9, 2015	
Strategic planning meeting	October, 2014	
Board Meetings	Monthly - 2nd Thursday	8/14, 9/11, 10/16 , 11/13, 12/11, 1/15 , 2/12, 3/12, 4/16 , 5/14, 6/11
Parent Survey	Spring 2015	
Smarter Balanced Results	TBD	
Approve 1st Interim Budget	December, 2014	
Approve 2nd Interim Budget	March, 2015	
BASE Board reports	Jan, May, Oct	