

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

Introduction:

LEA: Alliance College-Ready Middle Academy #5

LCAP Year: 2014-2015

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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>Stakeholder engagement meetings held by Alliance College-Ready Middle Academy #5 School starting in late March to May 2014–</p> <ol style="list-style-type: none"> 1. Alliance Board of Education Meeting 3/25/2014 2. School Coordinating Council April 23, 2014 3. School Leadership Team March 10, 2014 4. Community/Town Hall Meeting April 23, 2014 5. Staff Meeting March 10, 2014 6. School Board Meeting May 16th 2014 <p>The School used the following quantitative data for the goal setting process: CST ELA proficiency, CST math proficiency, Advanced Placement exam results, annual CELDT data, English Learner reclassification rate, A-G course completion/progress, graduation rates and eligibility for enrollment at a 4-year university (HS ONLY),</p> <p>With the change in California accountability testing, the school has instituted the use of Lexile growth to assess the impact of teachers in implementing CCSS.</p> <p>Additionally, the school has reflected and is now monitoring the key indicators impacting school climate/culture such as parental involvement, attendance, suspensions, and expulsions. Stakeholder survey results have also been examined.</p>	<p>As a result of various stakeholder meetings, the school has identified common recurring themes, which are reflected in the goals and action/services. Common themes included:</p> <ul style="list-style-type: none"> • Differentiated support for the Common Core State Standards (CCSS) initiative, • Increase the reclassification rate of English Learners, • Effective teacher support and evaluation, • Availability of instructional materials and adequate facilities, • Increasing academic and social-emotional counselors and other support personnel • Expansion of targeted support services for foster youth, • Increased communication with and training for parents, and • Literacy, College and career readiness for all students. <p>Below is a high-level summary of responses from the stated meetings. The top budget priorities ranked in descending order of priority as identified by respondents at the school meetings:</p> <ol style="list-style-type: none"> 1. Increase employee salaries, 2. Reduce class sizes, 3. Increase counselors, 4. Increase the number of school-level support positions 5. Increase parental involvement <p>The priorities identified above are included in the school's budget and investments for targeted student populations are identified on subsequent pages of this document.</p> <p>Specifically, the following LCFF investment priorities reflect the feedback received from stakeholders and student data, and are tied to the academic data and needs of our students. Investments are further detailed in subsequent pages.</p> <ul style="list-style-type: none"> • Foster youth • English Learners • School climate and student engagement • Students with disabilities • Increase support for schools with high teacher turnover • Parent engagement • Focus on literacy for CCSS implementation

Involvement Process	Impact on LCAP
	<ul style="list-style-type: none"> Middle School focus on English Language Arts & Math High School focus on College and Career Readiness

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
NEED: Teachers assigned being fully credentialed METRIC: NCLB credential review by Human Resources	Maintain staff of fully credentialed teachers	All	LEA		100%	100%	100%	1a. Basic Services - Rate of Teacher Mis-assignment
NEED: Teachers provided with standards-aligned materials and benchmark system to assess student progress METRIC: Pearson exams	Provide teachers with standards-aligned resources and benchmark system to measure student progress toward proficiency	All	LEA		100%	100%	100%	1b. Basic Services - Student Access to Standards-Aligned Instructional Material
NEED: Maintain school facility and maintenance to ensure environment conducive to learning METRIC: Custodian inspections	Maintain school facilities in good repair	All	LEA		99% in good or exemplary repair	99% in good or exemplary repair	99% in good or exemplary repair	1c. Basic Services - Facilities in Good Repair

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
NEED: Ensure successful implementation of CCSS for all students, with focus on providing access to curriculum for English Learners METRIC: Benchmark assessment system	Implement CCSS and assess students mastery of math and ELA standards using Pearson digital content	All All significant subgroups	LEA		100%	100%	100%	2 - Implementation of the Common Core State Standards
NEED: Increase parent input and feedback on instructional program and facilities METRIC: Attendance at Community Townhall meetings, Sign-in logs, surveys	Increase parents attending community townhall meetings to engage them in the school's mission/vision or parents participating in school input survey	All	LEA		baseline	+5%	+10%	3a. Parental involvement - Effort to seek Parental Input
NEED: Increase percentage of parents who participate in supporting student academic success METRIC: Attendance parent conferences, parent academies/workshops	Promote parent engagement through parent conferences, input surveys and workshops on topics that enable them to support their students academic and	All	LEA		baseline	+5%	+10%	3b. Parental involvement - Promotion of Parental Participation

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	career success							
NEED: Increase student proficiency/performance on SBAC METRIC: SBAC	Increase students scoring Proficient or better on CCSS/SBAC benchmarks	All All significant subgroups	LEA		BASELINE	BASELINE + 1%	BASELINE + 2%	4a. Pupil Achievement - Statewide assessments
NEED: Increase student proficiency for subgroup populations AMAOs	Increase student proficiency for subgroup populations AMAOs on CCSS/SBAC	All All significant subgroups	LEA		BASELINE	BASELINE + 1%	BASELINE + 2%	4b. Pupil Achievement - API Score
NEED: Increase the percentage of English Learners who achieve full English language proficiency Metrics: a. English Learners making yearly progress (AMAO 1) b. English Learners achieving proficiency in English (AMAO 2) c. Reclassification Rate	Increase the number of English Learners who reclassify as Fluent English Proficient	ELL	LEA		baseline	+2%	+4%	4d. Pupil Achievement - ELLs English Proficiency as measured by CELDT (10% ELL population in 2012-13)
Need: Increase the percentage of English learners demonstrating readiness to participate	Increase performance in basic skills assessment	ELL	LEA		BASELINE	BASELINE + 1%	BASELINE + 2%	4e. Pupil Achievement - Reclassification Rate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
in a core English language arts curriculum. Metric: CELDT skills, benchmark assessments.	demonstrating proficiency in English to participate in curriculum designed for native English speakers							
NEED: To maintain school attendance rates that support student learning METRIC: Attendance rate	To maintain a 95% or above attendance rate	All All significant subgroups	LEA		95%	95%	95%	5a. Pupil Engagement - School attendance rates
NEED: Decrease chronic absenteeism METRIC: Attendance rate	Decrease the percent of students missing 10 or more days each school year	All All significant subgroups	LEA		decrease by 2%	decrease by 2%	decrease by 2%	5b. Pupil Engagement - Chronic Absenteeism Rates
NEED: Preparing middle school students and families for high school success METRIC: Number of students prepared to matriculate to high school	Decrease the percent of students that place into Common Core Math 8.	All All significant subgroups	LEA		decrease by 2%	decrease by 2%	decrease by 2%	5c. Pupil Engagement - Middle School Dropout Rates

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
NEED: To reduce the percentage of student suspensions METRIC: Suspension reports	Decrease percent of students suspended from school	All All significant subgroups	LEA		maintain less than 3% suspension rate	maintain less than 3% suspension rate	maintain less than 3% suspension rate	6a. School Climate - Pupil Suspension Rates
NEED: Supports for students at risk of not graduating due to social/emotional issues METRIC: Annual expulsion rate	Increase support services for students with history of disciplinary infraction	All All significant subgroups	LEA		100%	100%	100%	6b. School Climate - Pupil Expulsion Rates
NEED: Increase stakeholder satisfaction with school METRIC: Parent, student satisfaction surveys	Use feedback from survey data to improve in areas identified by stakeholders	All	LEA		baseline	+15%	+20%	6c. School Climate - Local Measures (pupils, parents, teacher surveys)
NEED: Increase the percentage of elective courses and CTE courses available to students METRIC: Master Schedule	All student access/enrollment in academic core, arts and electives	All All significant subgroups	LEA		100%	100%	100%	7a. Course Access - Pupil access to/enrolled in broad course of study

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
NEED: Improve student Lexile reading levels METRIC: Achieve3000 Level Set	Percent of student achieving expected yearly growth as measured by lexile	All All significant subgroups	LEA		baseline	baseline +5%	baseline +10%	8. Pupil Outcomes
NEED: To monitor and support Foster Youth and middle and high school attainment. Metrics: Individual Culmination Plan, Individual Graduation Plan, Academic Assessments	All Foster Youth will have a comprehensive academic assessment and will have an annual Individual Culmination or Graduation Plan, as grade appropriate	Foster Youth	LEA		baseline	100%	100%	4a.Pupil Achievement - Statewide assessments

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Maintain staff of fully credentialed teachers	1a. Basic Services - Rate of Teacher Mis-assignment	Confirm credential status of teachers with HR Create a Master Schedule and assign teachers in courses that their credential authorizes	LEA-wide		N/A	N/A	N/A
Provide teachers with standards-aligned resources and technology; benchmark system to measure student progress toward proficiency	1b. Basic Services - Student Access to Standards-Aligned Instructional Material	Coordinate w/ Home Office IT for Pearson updates	LEA-wide		\$78,907 \$23,531 \$133,758	\$79,696 \$23,766 \$135,096	\$80,493 \$24,004 \$136,448
Maintain classroom and facility in good repair.	1c. Basic Services - Facilities in Good Repair	Hire additional custodial staff	LEA-wide		\$24,000	\$24,480	\$24,970
Implement CCSS and assess students mastery of math and ELA standards using Pearson digital content	2 - Implementation of the Common Core State Standards	Coordinate w/ Home Office IT for Pearson updates	LEA-wide		\$78,907 \$23,531 \$133,758	\$79,696 \$23,766 \$135,096	\$80,493 \$24,004 \$136,448
Increase parents attending community townhall meetings to engage them in the school's mission/vision or parents participating in school input survey.	3a. Parental involvement - Effort to seek Parental Input	Hire a Bi-lingual Parent Liaison Advertise parent events, workshops, Town Hall meetings,	LEA-wide		\$35,800 \$900.00	\$36,516 \$950.00	\$37,247 \$1000.00

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		conferences, and other volunteer opportunities through Teleparent, School Website, and Flyers Maintain record of parent volunteer sign-in sheet & hours Maintain and update Parent Volunteer hours on the school website					
Promote parent engagement through parent conferences and workshops on topics that enable them to support their students academic and career success	3b. Parental involvement - Promotion of Parental Participation	Maintain and update Parent Volunteer hours on the school website	LEA-wide		N/A	N/A	N/A
Increase students scoring Proficient or better on CCSS/SBAC benchmarks	4a. Pupil Achievement - Statewide assessments	ELA and Math Support Classes	LEA-wide		\$78,907 \$23,531 \$133,758	\$79,696 \$23,766 \$135,096	\$80,493 \$24,004 \$136,448
Increase student proficiency for subgroup populations AMAOs	4b. Pupil Achievement - API Score	ELA and Math Support Classes	LEA-wide Special Education African-American		\$17,649	\$17,825	\$18,004
Decrease the percentage of EL students testing at beginning, early intermediate and intermediate levels annually	4d. Pupil Achievement - ELLs English Proficiency as measured by CELDT (10% ELL population in 2012-13)	Continue ELA Support Classes, ELL After-school tutoring, and CELDT Bootcamp	LEA-wide		\$78,907 \$23,531 \$133,758	\$79,696 \$23,766 \$135,096	\$80,493 \$24,004 \$136,448
Increase the number of	4e. Pupil	ELA Support Classes,	ELL		\$78,907	\$79,696	\$80,493

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
English Learners who reclassify as fully English proficient	Achievement - Reclassification Rate	ELL After-school tutoring, Continue to monitor RFEPs for progress in English mastery	Special Education RFEP		\$23,531 \$133,758	\$23,766 \$135,096	\$24,004 \$136,448
To maintain a 95% or above attendance rate	5a. Pupil Engagement - School attendance rates	Continue to monitor attendance daily and involve parents	LEA-wide		N/A	N/A	N/A
Decrease the percentage of students missing 10 or more days each school year	5b. Pupil Engagement - Chronic Absenteeism Rates	Parent Liaison to work with Counselors to build relationship with families of chronically absent students	LEA-wide		\$35,800	\$36,516	\$37,247
Decrease the percentage of students that place into Common Core Math 8.	5c. Pupil Engagement - Middle School Dropout Rates	Parent Liaison to work with Counselors to build relationship with families	LEA-wide		\$35,800	\$36,516	\$37,247
Decrease percentage of students suspended from school	6a. School Climate - Pupil Suspension Rates	Continue to provide alternatives to suspensions and to maintain a positive school culture and environment Develop a behavior support team	LEA-wide Special Education		N/A	N/A	N/A
Increase Support services for students with history of disciplinary infractions	6b. School Climate - Pupil Expulsion Rates	Partner with local mental health service provider	LEA-wide Special Education		N/A	N/A	N/A

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Use feedback from survey data to improve in areas identified by stakeholders	6c. School Climate - Local Measures (pupils, parents, teacher surveys)	Analyze survey data and focus on improving indicators below school-wide average Increase parent outreach	LEA-wide		\$35,800 \$900.00	\$36,516 \$950.00	\$37,247 \$1000.00
All student access/enrollment in academic core, arts and electives	7a. Course Access - Pupil access to/enrolled in broad course of study	Continue to provide access to A-G classes for all	LEA-wide		\$78,907 \$23,531 \$133,758	\$79,696 \$23,766 \$135,096	\$80,493 \$24,004 \$136,448
Percent of student achieving expected yearly growth as measured by lexile	8. Pupil Outcomes	Achieve 3000 for all students Professional development for teachers on Lexile growth and Achieve 3000	LEA-wide		\$13,860	\$13,860	\$13,860

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Increase support services for students with history of disciplinary infractions	6b. School Climate - Pupil Expulsion Rates	For low income pupils: Full-time School Psychologist	FRL		\$76,895	\$78,433	\$80,002
Increase the percentage of English Learners who reclassify as fully English proficient	4e. Pupil Achievement - Reclassification Rate	For English learners: ELL After-school tutoring	ELL		\$78,907 \$23,531 \$133,758	\$79,696 \$23,766 \$135,096	\$80,493 \$24,004 \$136,448
Decrease percentage of students suspended from school	6a. School Climate - Pupil Suspension Rates	For foster youth: Develop a behavior support team Full-time school psychologist	Foster Youth		\$76,895	\$78,433	\$80,002
Percent of student achieving expected	8. Pupil Outcomes	For redesignated fluent English proficient pupils:	RFEP		\$13,860	\$13,860	\$13,860

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
yearly growth as measured by lexile		Purchase Achieve3000 reading program to assist with mastery of English reading/writing					

- 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.)

As a result of the new funding under LCAP, the school is to receive an additional \$223,594 to focus on improvement of the three specific sub-groups. The prioritization of use for these funds will be (1) free- and reduced-lunch qualified students, and (2) increasing proficiency in English for English Language Learners both current and re-designated. Additionally, starting in fall 2014, we will be using our student information system to track foster youth who enroll in the school.

The highest concentration of students enrolled based on the 2013-14 data is 93% FRL. While a significant percentage, we have also disaggregated data for our English Language Learners who need to re-designate and/or may be re-designated but still require additional support to achieve goal of proficiency in English. The additional funds under LCAP will be used to purchase technology to support implementation of Common Core, Lexile development through Achieve3000. In reflecting on previous years' data, we recognized the need to shore up the reading level of all of our students to ensure their success on internal benchmark assessments as well as SBAC Common Core. To that end, we have created a new ELA Common Core Implementation & Literacy Coach position which will serve as an in-class support to teachers and develop/implement systematic professional development for the staff focused on reading and reading skills development. The ELA CCSS Coach will support staff in analysis of data and planning to increase student achievement. Math has historically been an area for growth, and starting next year Math Common Core Implementation Coach will provide on-site support for math teachers.

- 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.

FY 2014-15 will be the first year of LCAP funding. We reassess the proportionality of percentage and level of impact next year.

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.