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

Introduction:

LEA: Cornerstone Academy Prep. School
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LCAP Year: 2014-15

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may

be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title 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
The LEA held a meeting for all stakeholders at the school site after school. A local community based organization that partners with the school, PACT, assisted with the outreach for this meeting to ensure parents of high need students and students in numerically significant subgroups were present. Flyers in three languages (English, Spanish, and Vietnamese) were distributed at the school site. The school director also notified teachers and other staff via email, announcements, social media posts, and flyers of the meeting and requested that they be present to provide input for the plan. Stakeholders were asked for input on a series of draft goals as related to the state priorities. The large group broke into three subgroups to more deeply analyze the priorities, the goals under each priority, and the rationale and data supporting these goals. After this first round of feedback, surveys were also distributed to stakeholders after the meeting to solicit input on the changes. Changes were made to some of the goals after reviewing parent feedback. The revised goals were shared with the Board of Directors at the May meeting and will be included in this plan for approval at the June meeting	Feedback from stakeholders had a great impact on the LCAP. As a result of the initial feedback, we made changes to several goals to be more inclusive of all students as well as focus in on writing as a part of our "student outcomes" goals. Powerful feedback on strategies was also presented – parents encouraged us to think through strategies that would maximize involvement of stakeholders in the implementation of our key goals. They also asked us to be thoughtful about how we prioritized our goals as an organization. Overall, parents and teachers felt positive about the school's ongoing focus on providing college prep academics for all students. Staff retention, technology implementation, and parent education were also deemed valuable priorities for the school to devote more time and resources to over the next few years. We were pleased to see a great deal of alignment between the stakeholder groups in what was desired for our school.

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: Improve ELL academic performance **Metric:** CELDT, NWEA MAP	Increase the percentage of ELLs who are proficient in English, Literacy, and Math	English Language Learners	All		Establish CELDT performance expectations for ELLs annually	The number of students meeting or exceeding CELDT performance expectations will increase by 5%	The number of students meeting or exceeding CELDT performance expectations will increase by 5%	**Student Outcomes** -Student Achievement -Other Student Outcomes
					Establish NWEA MAP performance expectations for ELLs annually	The number of students meeting or exceeding NWEA MAP performance expectations will increase by 5%	The number of students meeting or exceeding NWEA MAP performance expectations will increase by 5%	
Need: Improve academic performance of traditionally at-risk	Increase the percentage of students reading on grade level by the	All students English Language Learners	All		Establish baseline percentage of students reading at or above grade	Increase percentage of students reading at or above grade	Increase percentage of students reading at or above grade	**Student Outcomes** -Student Achievement -Other Student Outcomes

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	
subgroups

Metrics: DRA or other reading assessment | end of third grade | Low income students

Latino students | | | level by end of 3rd grade | level by the end of 3rd grade by 5% | level by the end of 3rd grade by 5% | |
| **Need:** Improve academic performance of traditionally at-risk subgroups

Metrics: NWEA MAP, DRA, | Decrease the achievement gap between Latino students and Asian students | Latino students

Asian students | All | | Decrease gap in average performance levels between the two subgroups by 5% on major assessments | Decrease gap in average performance levels between the two subgroups by 5% on major assessments | Decrease gap in average performance levels between the two subgroups by 5% on major assessments | **Student Outcomes** -Student Achievement -Other Student Outcomes |
| **Need:** Transition to CCSS effectively to ensure all students get high quality instruction promoting college readiness

Metrics: CCSS transition plan implementation | Fully implement through planning, instruction, and assessment, the CCSS, NGSS, and new ELD standards in all classrooms | All students | All | | 50% of CCSS transition plan will be implemented | 75% of CCSS transition plan will be implemented | 75% of CCSS transition plan will be implemented | **Conditions for Learning** -Implementation of CCSS

Student Outcomes -Student Achievement -Other Student Outcomes |
| **Need:** Increase in access to technology

Metrics: Annual survey | Increase infrastructure, access, and usage of technology learning tools | All students | All | | 70% indicating high satisfaction with technology at the school | 75% indicating high satisfaction with technology at the school | 80% indicating high satisfaction with technology at the school | **Student Outcomes** -Student Achievement -Other Student Outcomes **Conditions for Learning** -Implementation of CCSS -Basic services **Engagement** -School Climate |
| **Need:** Highly qualified staff | Recruit, develop, and retain highly | All students | All | | 100% of teachers will be highly | 100% of teachers will be highly | 100% of teachers will be highly | **Conditions for Learning** -Basic services |

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	
Metrics: Teacher credentials	qualified staff				qualified and have appropriate credentials	qualified and have appropriate credentials	qualified and have appropriate credentials	
Need: Parent involvement and belief in school mission **Metrics:** Volunteer Spot coordination program	Increase opportunities for parents to volunteer at the school and for parent/student engagement with academic content outside the school	All students	All		50% of families meeting volunteer hours goal	60% of families meeting volunteer hours goal	70% of families meeting volunteer hours goal	**Engagement** -Parent involvement -Student engagement -School climate
Need: Strong attendance from all students **Metrics:** Attendance data	Decrease overall number of absences, tardy arrivals, and early dismissals	All students	All		ADA at or above 95%	ADA at or above 95%	ADA at or above 95%	**Engagement** -Parent involvement -Student engagement -School climate
					Decrease overall number of tardy arrivals by 5%	Decrease overall number of tardy arrivals by 5%	Decrease overall number of tardy arrivals by 5%	
Need: Continuous feedback from parents/stakeholders **Metrics:** Family Survey	Increase response rate on family survey	All students	All		50% of families respond to survey	60% of families respond to survey	70% of families respond to survey	**Engagement** -Parent involvement -School climate

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
Increase the percentage of ELLs who are proficient in English, Literacy, and Math	**Student Outcomes** -Student Achievement -Other Student Outcomes	**Professional Development –** Teachers and administrators will receive training on supporting ELLs during the summer and throughout the school year. Teachers will also receive coaching on strategies and techniques to support ELLs	School-wide		General Fund: Professional Development/Instructional Coaching $125,000 Teacher Salaries $784,0000	General Fund: Professional Development/Instructional Coaching $150,000 Teacher Salaries $928,0000	General Fund: Professional Development/Instructional Coaching $175,000 Teacher Salaries $1,020,0000
Increase the percentage of students reading on grade level by the end of third grade	**Student Outcomes** -Student Achievement -Other Student Outcomes	**Professional Development –** Teachers and administrators will receive training on reading instruction during the summer and throughout the school year **Intervention –** The school will utilize an RTI model to support struggling learners and catch low performers early to provide intervention	School-wide		General Fund: Special Education Funding: Professional Development 30,000 Teacher Salaries/Benefits 70,000 Curriculum and Instructional Materials $20,000	General Fund: Special Education Funding: Professional Development 35,000 Teacher Salaries/Benefits 73,000 Curriculum and Instructional Materials $20,000	General Fund: Special Education Funding: Professional Development 40,000 Teacher Salaries/Benefits 73,000 Curriculum and Instructional Materials $20,000
Decrease the achievement	**Student Outcomes**	**Intervention –** The school will utilize an	School-wide		General Fund	General Fund	General Fund

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**
gap between Latino students and Asian students	-Student Achievement -Other Student Outcomes	RTI model to support struggling learners and catch low performers early to provide intervention **Resources –** The school will appoint staff to target the needs of underserved communities			Administration salaries $80,000 Curriculum $20,000	Administration salaries $80,000 Curriculum $20,000	Administration salaries $80,000 Curriculum $20,000
Fully implement through planning, instruction, and assessment, the CCSS, NGSS, and new ELD standards in all classrooms	**Conditions for Learning** -Implementation of CCSS **Student Outcomes** -Student Achievement -Other Student Outcomes	**Professional Development –** Teachers and staff will receive training on CCSS implementation during the summer and throughout the school year. Teachers will also receive coaching on strategies and techniques to support CCS implementation **Assessment –** The school will use assessments aligned to CCSS, NGSS, and the new ELD standards	School-wide		General Fund: Administration salaries $80,000 Training/Professional Development $50,000 Assessment Development/ Purchase $30,000 Curriculum/Instructional Materials $50,000	General Fund: Administration salaries $80,000 Training/Professional Development $60,000 Assessment Development/ Purchase $30,000 Curriculum/Instructional Materials $50,000	General Fund: Administration salaries $80,000 Training/Professional Development $70,000 Assessment Development/ Purchase $30,000 Curriculum/Instructional Materials $50,000
Increase infrastructure, access, and usage of technology learning tools	**Student Outcomes** -Student Achievement -Other Student Outcomes **Conditions for Learning** -Implementation	**Technology –** The school will purchase devices to ensure equitable access across all grade levels. The school will also make improvements to its wireless network and	School-wide		General Fund/Grants: Hardware/Software $300,000 Network Improvements $10,000	General Fund/Grants: Hardware/Software $50,000	General Fund/Grants: Hardware/Software $50,000

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
	of CCSS -Basic services **Engagement** -School Climate	hire staff to support the implementation of blended learning.					
Recruit, develop, and retain highly qualified staff	**Conditions for Learning** -Basic services	**Hiring Process –** The school will implement a rigorous, team oriented hiring process which will include multiple steps to ensure we are getting highly qualified, dedicated teachers **Professional Development –** The school will ensure each teacher receives coaching and feedback regularly from trained administrators	School-wide		General Fund: Salaries $20,000 Hiring Process $10,000 Coaching/Development $50,000	General Fund: Salaries $25,000 Hiring Process $12,000 Coaching/Development $55,000	General Fund: Salaries $30,000 Hiring Process $14,000 Coaching/Development $60,000
Increase opportunities for parents to volunteer at the school and for parent/student engagement with academic content outside the school	**Engagement** -Parent involvement -Student engagement -School climate	**Parent Involvement –** The school will encourage all parents to join the Parents' Association and to participate meaningfully in school activities. The school will allocate staff to facilitate this involvement and support parent-driven projects. Finally, the school will implement a parent education program to ensure parents have the	School-wide		General Fund: Administrator Salaries $40,000 Parent Education Curriculum and Outreach $40,000	General Fund: Administrator Salaries $45,000 Parent Education Curriculum and Outreach $45,000	General Fund: Administrator Salaries $50,000 Parent Education Curriculum and Outreach $50,000

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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
		tools they need to support student learning					
Decrease overall number of absences, tardy arrivals, and early dismissals	**Engagement** -Parent involvement -Student engagement -School climate	**Personalize Learning –** The school will offer personalized learning to all students to ensure high levels of engagement to ensure students enjoy coming to school. **Communication –** The school will ensure high levels of communication with families including newsletters, phone calls, and outreach via social media to ensure all families are aware of consequences of poor attendance.	School-wide		Public Funds Intervention Program for Attendance $20,000	Public Funds Intervention Program for Attendance $25,000	Public Funds Intervention Program for Attendance $30,000
Increase response rate on family survey	**Engagement** -Parent involvement -School climate	**Communication –** The school will ensure high levels of communication with families including newsletters, phone calls, and outreach via social media and create a campaign around the survey to ensure high participation rates and collect feedback from many parents.	School-wide		Public Funds Outreach campaign $10,000	Public Funds Outreach campaign $10,000	Public Funds Outreach campaign $10,000

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase the percentage of students reading on grade level by the end of third grade

Decrease the achievement gap between Latino students and Asian students

Fully implement through planning, instruction, and assessment, the CCSS, NGSS, and new ELD standards in all classrooms

Increase infrastructure, access, and | **Student Outcomes** -Student Achievement -Other Student Outcomes

Conditions for Learning -Implementation of CCSS -Basic services

Engagement -Parent involvement -Student engagement -School climate | **For low income pupils:** Several of the school goals impact the achievement of low income pupils. The school intends to provide additional academic support to ensure low income students are reading on or above grade level by the end of third grade as this is a reliable predictor of college readiness. The school believes that the implementation of CCSS with proper support can benefit the performance of low income pupils. Additionally, technology will enable the school to personalize learning and meet the needs of learners at a variety of levels. By hiring great teachers, we will ensure strong instructions to meet the needs of low income pupils. Finally, | School-wide | | See expenditures above. Public funds are allocated school-wide due to the high percentage of unduplicated pupils at the school. | See expenditures above. Public funds are allocated school-wide due to the high percentage of unduplicated pupils at the school. | See expenditures above. Public funds are allocated school-wide due to the high percentage of unduplicated pupils at the school. |

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
usage of technology learning tools

Recruit, develop, and retain highly qualified staff

Decrease overall number of absences, tardy arrivals, and early dismissals | | by focusing in on reducing absences and tardies, the school ensures that low income pupils get maximum time in school | | | | | |
| Increase the percentage of ELLs who are proficient in English, Literacy, and Math

Decrease the achievement gap between Latino students and Asian students

Fully implement through planning, instruction, and assessment, the CCSS, NGSS, and new ELD standards in all classrooms Increase | **Student Outcomes**
-Student Achievement
-Other Student Outcomes

Conditions for Learning
-Implementation of CCSS
-Basic services

Engagement
-Parent involvement
-Student engagement
-School climate | **For English learners**: Several of the school goals impact the achievement of ELLs. The school intends to provide additional academic support to ensure ELLs are reading on or above grade level by the end of third grade as this is a reliable predictor of college readiness. The school believes that the implementation of CCSS with proper support can benefit the performance of ELLs. Additionally, technology will enable the school to personalize learning and meet the needs of learners at a variety of levels. By hiring great teachers, we will ensure strong instructions to meet the | School-wide | | See expenditures above. Public funds are allocated school-wide due to the high percentage of unduplicated pupils at the school. | See expenditures above. Public funds are allocated school-wide due to the high percentage of unduplicated pupils at the school. | See expenditures above. Public funds are allocated school-wide due to the high percentage of unduplicated pupils at the school. |

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
infrastructure, access, and usage of technology learning tools Recruit, develop, and retain highly qualified staff Decrease overall number of absences, tardy arrivals, and early dismissals		needs of ELLs. Finally, by focusing in on reducing absences and tardies, the school ensures that ELLs get maximum time in school					
Increase the percentage of students reading on grade level by the end of third grade Decrease the achievement gap between Latino students and Asian students Fully implement through planning, instruction, and assessment, the CCSS, NGSS, and new ELD standards in all	**Student Outcomes** -Student Achievement -Other Student Outcomes **Conditions for Learning** -Implementation of CCSS -Basic services **Engagement** -Parent involvement -Student engagement -School climate	**For foster youth:** Several of the school goals impact the achievement of Foster Youth. The school intends to provide additional academic support to ensure Foster Youth are reading on or above grade level by the end of third grade as this is a reliable predictor of college readiness. The school believes that the implementation of CCSS with proper support can benefit the performance of Foster Youth. Additionally, technology will enable the school to personalize learning and meet the needs of learners at a variety of levels. By hiring great	School-wide		See expenditures above. Public funds are allocated school-wide due to the high percentage of unduplicated pupils at the school.	See expenditures above. Public funds are allocated school-wide due to the high percentage of unduplicated pupils at the school.	See expenditures above. Public funds are allocated school-wide due to the high percentage of unduplicated pupils at the school.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
classrooms Increase infrastructure, access, and usage of technology learning tools Recruit, develop, and retain highly qualified staff Decrease overall number of absences, tardy arrivals, and early dismissals		teachers, we will ensure strong instructions to meet the needs of Foster Youth. Finally, by focusing in on reducing absences and tardies, the school ensures that Foster Youth get maximum time in school					
Increase the percentage of ELLs who are proficient in English, Literacy, and Math Decrease the achievement gap between Latino students and Asian students Fully implement through planning, instruction, and assessment, the CCSS, NGSS,	**Student Outcomes** -Student Achievement -Other Student Outcomes **Conditions for Learning** -Implementation of CCSS -Basic services **Engagement** -Parent involvement -Student engagement -School climate	**For redesignated fluent English proficient pupils:** Several of the school goals impact the achievement of RFEP pupils. The school intends to provide additional academic support to ensure RFEP pupils are reading on or above grade level by the end of third grade as this is a reliable predictor of college readiness. The school believes that the implementation of CCSS with proper support can benefit the performance of RFEP pupils.	School-wide		See expenditures above. Public funds are allocated school-wide due to the high percentage of unduplicated pupils at the school.	See expenditures above. Public funds are allocated school-wide due to the high percentage of unduplicated pupils at the school.	See expenditures above. Public funds are allocated school-wide due to the high percentage of unduplicated pupils at the school.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
and new ELD standards in all classrooms Increase infrastructure, access, and usage of technology learning tools Recruit, develop, and retain highly qualified staff Decrease overall number of absences, tardy arrivals, and early dismissals		Additionally, technology will enable the school to personalize learning and meet the needs of learners at a variety of levels. By hiring great teachers, we will ensure strong instructions to meet the needs of RFEP pupils. Finally, by focusing in on reducing absences and tardies, the school ensures that RFEP pupils get maximum time in school					

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.)

Cornerstone Academy will receive an estimated 9.57% increase in funding generated by the school's unduplicated pupils. The percentage of unduplicated pupils is anticipated to be nearly 80% so a school-wide allocation will best serve our unduplicated pupils as they represent the majority of our student body. We believe that the strategies and plans we have to improve achievement across the school will dramatically increase the achievement levels of these subgroups concurrently.

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 services provided to English learners, low income students, and foster youth will increase proportionally due to the 9.57% increase in funding. As the school primarily serves low income students and English learners, the allocation of funding school-wide will directly impact the services offered to these groups. The funds we will receive enable us to continue offering an extended school day, hiring high quality teachers, and offer specialized training to our staff to ensure our subgroups are receiving instruction tailored to their needs.

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.