

**Introduction:**

Anahuacalmecac International University Preparatory of North America is operated by a community-based, educational non-profit organization led by indigenous educators in Los Angeles, California whose mission is to promote academic excellence, for all TK-12 students, through an International Baccalaureate (IB) framework that is rooted in the cultural and intellectual heritage of Indigenous Peoples. The school has received acclaim and support from various respected local organizations, including the Western Association of Schools and Colleges, the International Baccalaureate, the Seventh Generation Fund for Indian Development, and the Native American Alliance for Charter Schools.

Anahuacalmecac's LCAP is intended to be a comprehensive planning tool. The goals outlined in the LCAP embrace Anahuacalmecac's overarching goals that have consistently guided strategic planning and supports. Aligned with the 8-state priorities, the goals and targets included in the LCAP provide for setting targets for student subgroup populations, such as low-income, English learner, Foster youth, Latino and Students with Disabilities subgroups, to assess whether resources are impacting the outcomes of these students.

**LEA: Anahuacalmecac International University Preparatory of North America**

**Contact (Name, Title, Email, Phone Number):** Marcos Aguilar, Executive Director, [sembrador@dignidad.org](mailto:sembrador@dignidad.org), 323-352-3148      **LCAP Year: 2015-16**

### ***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. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:**

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?
- 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 representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Parents have been involved in an on-going study of our school since its founding over six years ago. As a practice, our parents are invited to three community assemblies a year to receive training on various topics of interest, analyze student data, review finance reports, and set goals for the school. At community assemblies parents engage in dialogue with other parents, teachers, board members, and</p>	<p>Through the multidimensional community-engaging, planning processes at Anahuacalmecac, the International Baccalaureate curricular program frames a college preparatory continuum focused upon preparing students for a pathway to meet the A-G requirements through</p>

administrators during workshops on curriculum and student learning. Parent opinion recorded during workshops and the results of surveys conducted at the community assemblies are used to make improvements in curriculum and adjustments to goals and plans, including the Local Control Accountability Plan, and accreditation self-review processes.

Parents participate in 6-7 student-led conferences annually. This process keeps parents informed of student progress and assists parents and students to develop goals to improve achievement. Parents have further participated in an on-going improvement process by becoming involved in school committees. Participation in a committee involves consistent study of student data, identifying student needs based on data, and planning improvements and resources. The committees include English Learners, Special Education (MCD), Facilities, Discipline and School Safety, and the school self-review (WASC) committee. Committee recommendations are typically implemented promptly since a director and the parent organizer both participate in each committee and report findings and recommendations to the Council of Trustees and the Executive Director.

Students are an important voice in the school's on-going improvement process and have consistently been involved in the development of school-wide goals and expected learning results. Students participate in reflections during each unit to inform teachers of their learning progress and needs. Teachers are expected to use that information to make adjustments in their planning. During professional development, teachers have analyzed student input to plan and improve units that take into account student and teacher reflections. Students participate in school designed surveys and International Baccalaureate (IB) curriculum aligned questionnaires about the written curriculum, learning and teaching, and assessment. The results have guided curriculum planning and finances. Students have been encouraged to participate in community assemblies to receive training and give opinions on curriculum, student progress and needs. In addition, students have participated over a multi-year period in developing individual and schoolwide school goals based on a study of state assessment results.

Our Council of Trustees and School Site Council have been active participants in

purposefully aligned courses. Anahuacalmecac offers an inquiry based, CCSS aligned, curricular continuum. The IB-CCSS-aligned courses, units of inquiry, and unique lesson plans include the following components exposing students to a transdisciplinary and interdisciplinary concept-driven, inquiry-based, and student-centered learning experience wherein students:

1. Analyze their own purpose for learning,
2. Reflect upon what was learned,
3. Demonstrate what was learned,
4. Identify the best way to show what was learned,
5. Cite resources used to acquire the learning
6. Engage in metacognitive reflection upon the extent to which the concepts were learned
7. Demonstrate both 'Approaches to Learning' as well as a 'Personal Profile' which develop their cognitive abilities such as creation, connection, function, and judgment as well as by developing personal traits such as 'thinker, inquirer, open-minded and risk-taking'.
8. Expand their personal and community-based conceptual schemata as a result of student initiated and research-based inquiries for enduring understanding of the curriculum.

These components of the learning experience have in turn generated three distinct goals for local accountability and priority areas for student learning.

developing LCAP goals. Both leadership groups have consistently reviewed student data to make improvements in our delivery of services and school culture. The Council of Trustees was key in reviewing curriculum and all support services to determine the effectiveness of programs and changes needed to make improvements in student learning. They met monthly to review student performance and make recommendations on teaching and delivery of services, in accordance with LCAP and LCFF requirements. The Council of Trustees has made it a priority to provide support through budgetary decisions to hire consultants in curriculum and data analysis, and instructors in test preparation. The Council of Trustees and School Site Council have spent considerable meeting time monitoring student performance, and making adjustments and changes to our action plan based on the school's needs. The leadership team has been a driving force in guiding our school in meeting the guidelines of our charter.

The Executive Director, in coordination with the Director of Education, Assistant Director of Education, Program Specialist, and the Counselor, have collaborated to make continual improvements to every facet of the school based on student performance and needs. The school's leadership has been instrumental in keeping school staff accountable to our entire school community. Accountability is ensured on multiple levels such as the Council of Trustees, Community Assemblies and multiple parent meetings wherein student performance data is reported to parents. The directors' involvement includes all forms of professional development for teachers and staff, school committees, community assemblies and student-led conferencing to monitor the implementation of our schoolwide goals. The directors ensure that all stakeholders are involved in an analysis of student performance and alignment of long terms plans to the school's areas of need. The Council of Trustees, in consultation with the Executive Director and Director of Education, has been chiefly responsible for making adjustments to our school's operations and budget, policy, and plans based on an assessment of our entire school via student data and input from all stakeholders. The school's Leadership Team has also helped shape policy on the criteria for selection of students for intervention and support services. The school administrators have made changes to our practices that have further advanced our commitment to a school culture centered on high expectations of student learning and teaching. The Directorate continually

<p>facilitates the entire school community to align all policies and decision making to the school’s vision and mission of implementing internationally recognized rights of Indigenous Peoples, as stated in Article 14 of the United Nations Declaration on the Rights of Indigenous Peoples, “Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.”</p>	
<p><b>Annual Update:</b>  In January 2016, school staff conducted new meetings with each stakeholder group. Student meetings were held during the school day in assembly. Meeting participants reviewed the charter petition and available student performance and demographic data. In June 2016, additional meetings were held with community stakeholders including parents and a community assembly focused upon LCAP goals and priorities. The LCAP was updated and recommended approval at the June 2016 Council of Trustees meeting. The revised document will be submitted to the California Department of Education by June 30, 2016.</p>	<p><b>Annual Update:</b>  Goals and benchmarks have been reviewed and kept. The stakeholders agreed that the goals continue to be relevant and appropriate to our school mission and the intent of the LCFF funding. Growth benchmarks have been updated to reflect achievable progress.</p> <p>Parents, students, and staff all expressed that Nahuatl language and culture programming should be additionally emphasized at all school levels.</p>

**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. 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 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 parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes 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?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) 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?

<b>GOAL:</b>	1. All students will graduate with the academic preparation and achievement necessary for college and career readiness.	Related State and/or Local Priorities: 1_ <u>X</u> 2_ <u>X</u> 3_ <u>X</u> 4_ <u>X</u> 5_ <u>X</u> 6_ <u>X</u> 7_ <u>X</u> 8_ <u>X</u>  COE only: 9__ 10__  Local : Specify <u>Preparation for College and Global Learning with Purpose</u>

Identified Need :	Increase the number of students that graduate with the academic preparation and achievement necessary for college and career readiness.		
Goal Applies to:	Schools:	Anahuacalmecac International University Preparatory	
	Applicable Pupil Subgroups:	All; Ethnic Group: American Indian or Alaska Native; Ethnic Group: Hispanic or Latino; Ethnic Group: Two or More Races; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster Youth	
<b>LCAP Year 1: 2014-15</b>			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Graduation rates – Establish Benchmark</li> <li>2. UC/CSU (A-G) requirement completion rates – Establish Benchmark percent of students who have completed UC/CSU (A-G) requirements</li> <li>3. Student feedback and goal setting – Establish Benchmark on student attitude, interest, involvement and goal setting related to career readiness as indicated by student surveys, or teacher/counselor observations or other measurement deemed appropriate by school leadership and personnel</li> <li>4. Percentage of English learners who made progress toward English proficiency as measured by the CELDT will increase by one percent from the previous year</li> <li>5. The percentage of students completing AP exams with a score of 3 or higher.</li> </ol>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>• Alignment of curriculum with the Common Core State Standards and International Baccalaureate standards</li> <li>• Establish benchmarks for school wide assessments- Provide assessments aligned to the Common Core State Standards</li> <li>• Provide supports for English Language Learners</li> <li>• Create A-G approved curriculum and coursework for all core subjects</li> <li>• Offer A-G approved courses to all students</li> <li>• Analyze data from state exams</li> </ul>	School-wide	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$10,000
Recruit teachers to provide instruction in maternal	School-	<input checked="" type="checkbox"/> ALL	\$5,000

languages, world languages other than English, performing and visual arts	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Ensure guidance for all students to access UC/CSU required courses; Align courses and course offering to prepare students for college preparatory curriculum from elementary grades on; Design, monitor and improve course offerings reflective of student and teacher feedback; Hire appropriately credentialed teachers  <u>Additional Services/Actions:</u> Provide necessary supports and interventions (eg. Counseling, afterschool tutoring, teacher office hours, several grade checks within a semester) for the student subgroups to access the A-G curriculum so that they may graduate with the academic preparation necessary for post-secondary education	School-wide	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000
	School-wide	<input checked="" type="checkbox"/> ALL	\$25,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

**LCAP Year 2: 2015-16**

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Graduation rates – Increase rate by 1%</li> <li>2. UC/CSU eligibility – Increase percent of students who have completed UC/CSU (A-G) requirements by 1%</li> <li>3. Student feedback and goals setting – Increase positive responses regarding student attitude, interest, involvement and goal setting related to career readiness by 1% as indicated by student surveys, or teacher/counselor observations or other measurement deemed appropriate by school leadership and personnel</li> <li>4. Percentage of English learners who made progress toward English proficiency as measured by the</li> </ol>
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the student subgroups to access the A-G curriculum so that they may graduate with the academic preparation necessary for post-secondary education

Foster Youth  Redesignated fluent English proficient  
 Other Subgroups:(Specify)\_\_\_\_\_

**LCAP Year 3: 2016-17**

Expected Annual Measurable Outcomes:

1. Graduation rates – Increase rate by 1%
2. UC/CSU eligibility – Increase percent of students who have completed UC/CSU (A-G) requirements
3. Student feedback and goal setting – Increase positive responses regarding student attitude, interest, involvement and goal setting related to career readiness by 1% as indicated by student surveys, or teacher/counselor observations or other measurement deemed appropriate by school leadership and personnel
4. Percentage of English learners who made progress toward English proficiency as measured by the CELDT will increase by one percent from the previous year
5. The percentage of students completing AP exams with a score of 3 or higher.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>• Alignment of curriculum with the Common Core State Standards and International Baccalaureate standards</li> <li>• Establish benchmarks for school wide assessments- Provide assessments aligned to the Common Core State Standards</li> <li>• Provide supports for English Language Learners</li> <li>• Create A-G approved curriculum and coursework for all core subjects</li> <li>• Offer A-G approved courses to all students</li> <li>• Analyze data from state exams</li> </ul>	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$31,100.4
Recruit teachers to provide instruction in maternal languages, world languages other than English, performing and visual arts	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$16,100.4

		<input type="checkbox"/> Other Subgroups: (Specify) _____	
<p>Ensure guidance for all students to access UC/CSU required courses; Align courses and course offering to prepare students for college preparatory curriculum from elementary grades on; Design, monitor and improve course offerings reflective of student and teacher feedback; Hire appropriately credentialed teachers</p> <p><u>Additional Services/Actions:</u> Provide necessary supports and interventions (eg. Counseling, afterschool tutoring, teacher office hours, several grade checks within a semester) for the student subgroups to access the A-G curriculum so that they may graduate with the academic preparation necessary for post-secondary education</p>	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$31,100.4
	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$76,100.4
GOAL:	<p>2. All students will have access to curriculum rooted in the cultural, intellectual and linguistic bodies of knowledge of Indigenous Peoples.</p>		<p>Related State and/or Local Priorities:  1__ 2__ 3_X 4__ 5_X 6_X 7_X  8__  COE only: 9__ 10__</p> <p>Local : Specify <u>Linguistic and Cultural Diversity Engagement</u></p>
Identified Need :	<ul style="list-style-type: none"> <li>To increase student access to at least one world language.</li> <li>To increase student enrollment in at least one world language course other than English.</li> <li>To embed cultural, intellectual and linguistic diversity of Indigenous peoples in the curriculum.</li> </ul>		
Goal Applies to:	Schools:	Anahuacalmecac International University Preparatory	
	Applicable Pupil Subgroups:	All; Ethnic Group: American Indian or Alaska Native; Ethnic Group: Hispanic or Latino; Ethnic Group: Two or More Races; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth	

**LCAP Year 1: 2014-15**

Expected Annual Measurable Outcomes:	<p>Establish Benchmark of students enrolled in at least one world (or maternal) language course of study other than English as reflected in the matrix of course offerings, master schedule and individual student schedule. Pupil engagement will increase in accordance with State Priorities (Education Code 52060(d)(5) as measured by all of the following:</p> <ul style="list-style-type: none"> <li>• Reduction in school attendance rates will establish benchmark</li> <li>• Reduction in chronic absenteeism rates will establish benchmark</li> <li>• Reduction in middle school dropout rates will establish benchmark</li> <li>• Reduction in high school dropout rates will establish benchmark</li> <li>• Increase in high school graduation rates will establish benchmark</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a continuum of maternal and world language options; Train all teachers to embed the curriculum with cultural, intellectual and linguistic indigenous knowledge	School-wide	<input checked="" type="checkbox"/> ALL	\$20,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Organize parent involvement and community autonomy over curriculum, programs and resources for historically disadvantaged students (unduplicated and special needs pupils as identified by the state)	School-wide	<input checked="" type="checkbox"/> ALL	\$10,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Create a positive school climate; Continue to improve student engagement by reducing dropout rates, absenteeism, and increase graduation rates; Increase attendance rates	School-wide	<input checked="" type="checkbox"/> ALL	\$5,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Train all staff on school cultural values profile called Makuilxochitl; Educate all students and parents on school cultural values profile called	School-wide	<input checked="" type="checkbox"/> ALL	\$15,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<p>Makuilxochitl; Create, administer and reflect upon surveys on the school's mission and vision; Create and organize opportunities for volunteerism at the school to build community; Engage students in a mission guided curriculum; Celebrate with all stakeholders community building success through assemblies, meetings and public acknowledgement</p> <p><u>Additional Actions/Services:</u> The guidance counselor will create course schedules for students identified in the subgroups that offer all A-G curriculum/courses, and at least one world language course</p>	<p>School-wide</p>	<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000</p>
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**LCAP Year 2: 2015-16**

<p>Expected Annual Measurable Outcomes:</p>	<p>75% enrollment in at least one world (or maternal) language course of study other than English as reflected in the matrix of course offerings, master schedule and individual student schedule.</p> <p>Pupil engagement will increase in accordance with State Priorities (Education Code 52060(d)(5) as measured by all of the following:</p> <ul style="list-style-type: none"> <li>• Reduction in school attendance rates by 1%</li> <li>• Reduction in chronic absenteeism rates by 1%</li> <li>• Reduction in middle school dropout rates by 1%</li> <li>• Reduction in high school dropout rates by 1%</li> <li>• Increase in graduation rates by 1%</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide a continuum of maternal and world language options; Train all teachers to embed the curriculum with cultural, intellectual and linguistic indigenous knowledge</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$49,616</p>

Organize parent involvement and community autonomy over curriculum, programs and resources for historically disadvantaged students (unduplicated and special needs pupils as identified by the state)	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$25,000
Create a positive school climate; Continue to improve student engagement by reducing dropout rates, absenteeism, and increase graduation rates; Increase attendance rates	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$12,500
Train all staff on school cultural values profile called Makuilxochitl; Educate all students and parents on school cultural values profile called Makuilxochitl; Create, administer and reflect upon surveys on the school's mission and vision; Create and organize opportunities for volunteerism at the school to build community; Engage students in a mission guided curriculum; Celebrate with all stakeholders community building success through assemblies, meetings and public acknowledgement	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$37,500
<u>Additional Actions/Services:</u> The guidance counselor will create course schedules for students identified in the subgroups that offer all A-G curriculum/courses, and at least one world language course	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$25,000

**LCAP Year 3: 2016-17**

Expected Annual Measurable Outcomes:	95% enrollment in at least one world (or maternal) language course of study other than English as reflected in the matrix of course offerings, master schedule and individual student schedule. Pupil engagement will increase in accordance with State Priorities (Education Code 52060(d)(5) as measured by all of the following: <ul style="list-style-type: none"> <li>• Reduction in school attendance rates by 1%</li> </ul>
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- Reduction in chronic absenteeism rates by 1%
- Reduction in middle school dropout rates by 1%
- Reduction in high school dropout rates by 1%
- Increase in high school graduation rates by 1%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a continuum of maternal and world language options; Train all teachers to embed the curriculum with cultural, intellectual and linguistic indigenous knowledge	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$50,880.32
Organize parent involvement and community autonomy over curriculum, programs and resources for historically disadvantaged students (unduplicated and special needs pupils as identified by the state)	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$25,880.32
Create a positive school climate; Continue to improve student engagement by reducing dropout rates, absenteeism, and increase graduation rates; Increase attendance rates	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$13,380.32
Train all staff on school cultural values profile called Makuilxochitl; Educate all students and parents on school cultural values profile called Makuilxochitl; Create, administer and reflect upon surveys on the school's mission and vision; Create and organize opportunities for volunteerism at the school to build community; Engage students in a mission guided curriculum; Celebrate with all stakeholders community building success through assemblies, meetings and public	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$38,380.32

<p>acknowledgement</p> <p><u>Additional Actions/Services:</u> The guidance counselor will create course schedules for students identified in the subgroups that offer all A-G curriculum/courses, and at least one world language course</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$25,880.32</p>
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<p>GOAL:</p>	<p>3. All students will access academic, cultural, and community resources aimed at strengthening student educational achievement and overall school climate.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 ___ 5 ___ 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local : Specify <u>Preparation for College, Global Learning with Purpose, and Organic Leadership</u></p>
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<p>Identified Need :</p>	<p>Increase student access to academic, cultural, and community resources aimed at strengthening student educational achievement and overall school climate.</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Anahuacalmecac International University Preparatory</p>	
<p>Goal Applies to:</p>	<p>Applicable Pupil Subgroups:</p>	<p>All; Ethnic Group: American Indian or Alaska Native; Ethnic Group: Hispanic or Latino; Ethnic Group: Two or More Races; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth</p>	

**LCAP Year 1: 2014-15**

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will access one academic, cultural and/or community resources. School climate will improve in accordance with State Priority Education Code (d)(6) as measured by all of the following as applicable:</p> <ul style="list-style-type: none"> <li>• Pupil suspension rates – set benchmarks</li> <li>• Pupil expulsion rates – set benchmarks</li> <li>• Other local measures of pupils, parents and teachers on the sense of safety and school connectedness – set benchmarks through surveys.</li> </ul>		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Create opportunities for students to access</p>	<p>School-</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>\$20,000</p>

<p>academic, cultural and community resources; Trips to nearby colleges and universities; Create and maintain relationships with community organizations; create and maintain relationships with Colleges and Universities; Provide guidance for students to provide community action and service; Provide access to cultural ceremonies and other community-based learning experiences; Access to standards aligned materials; Access to high quality teachers; Implementation of Common Core Standards for all students; Access to inquiry-based, internationally-minded college preparatory course of study embedded with and responsive to student needs as Indigenous Persons; Administer and analyze survey results of pupil, parent and teacher sense of safety and connectedness; Reduce pupil suspension and expulsion rates</p>	<p>wide</p>	<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Teachers, parents, students and when applicable the counselor will review and document access academic, cultural, and community resources and experiences on the student individual access plan during conferences</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000</p>
		<p><input type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

**LCAP Year 2: 2015-16**

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will access two academic, cultural and/or community resources. School climate will improve in accordance with state Priority Education Code 52060(d)(6) as measured by all of the following as applicable:</p> <ul style="list-style-type: none"> <li>• Pupil suspension rats will be reduced by 1%</li> </ul>
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- Pupil expulsion rates will be reduced by .02%
- Other local measures of pupils, parents and teachers on the sense of safety and school connectedness will increase by 1%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Create opportunities for students to access academic, cultural and community resources; Trips to nearby colleges and universities; Create and maintain relationships with community organizations; create and maintain relationships with Colleges and Universities; Provide guidance for students to provide community action and service; Provide access to cultural ceremonies and other community-based learning experiences; Access to standards aligned materials; Access to high quality teachers; Implementation of Common Core Standards for all students; Access to inquiry-based, internationally-minded college preparatory course of study embedded with and responsive to student needs as Indigenous Persons; Administer and analyze survey results of pupil, parent and teacher sense of safety and connectedness; Reduce pupil suspension and expulsion rates</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$119, 616
<p>Teachers, parents, students and when applicable the counselor will review and document access academic, cultural, and community resources and experiences on the student individual access plan during conferences</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$30,000
		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

**LCAP Year 3: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will access three academic, cultural and/or community resources. School climate will improve in accordance with State Priority Education Code 52060(d)(6) measured by all of the following as applicable:</p> <ul style="list-style-type: none"> <li>• Pupil suspension rates will be reduced by 1%</li> <li>• Pupil expulsion rates will be reduced by .2%</li> <li>• Other local measures of pupils, parents and teachers on the sense of safety and school connectedness will increase by 1%</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Create opportunities for students to access academic, cultural and community resources; Trips to nearby colleges and universities; Create and maintain relationships with community organizations; create and maintain relationships with Colleges and Universities; Provide guidance for students to provide community action and service; Provide access to cultural ceremonies and other community-based learning experiences; Access to standards aligned materials; Access to high quality teachers; Implementation of Common Core Standards for all students; Access to inquiry-based, internationally-minded college preparatory course of study embedded with and responsive to student needs as Indigenous Persons; Administer and analyze survey results of pupil, parent and teacher sense of safety and connectedness; Reduce pupil suspension and expulsion rates</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$123,301.4</p>
<p>Teachers, parents, students and when applicable the counselor will review and document access academic, cultural, and community resources and experiences on the student individual access plan during conferences</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$31,100.4</p>

		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

### Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) 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?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Original GOAL from prior year LCAP:	1. All students will graduate with the academic preparation and achievement necessary for college and career readiness.		Related State and/or Local Priorities: 1_ <u>X</u> 2_ <u>X</u> 3_ 4_ <u>X</u> 5_ 6_ 7_ <u>X</u> 8_ <u>X</u> COE only: 9_ 10_ Local : Specify <u>Preparation for College and Global Learning with Purpose</u>	
Goal Applies to:	Schools: Anahuacalmecac International University Preparatory Applicable Pupil Subgroups: All; Ethnic Group: American Indian or Alaska Native; Ethnic Group: Hispanic or Latino; Ethnic Group: Two or More Races; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Graduation rates – Increase rate by 1%</li> <li>2. UC/CSU eligibility – Increase percent of students who have completed UC/CSU (A-G) requirements by 1%</li> <li>3. Student feedback and goal setting – Increase positive responses regarding student attitude, interest, involvement and goal setting related to career readiness by 1% as indicated by student surveys, or teacher/counselor observations or other measurement deemed appropriate by school leadership and personnel</li> <li>4. Percentage of English learners who made progress toward English proficiency as measured by the CELDT will increase by 1% from the previous year</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. 100% of all pupils enrolled in grade 12 graduated. Note, the graduation rate for the previous year was 100% so there was no possible increase.</li> <li>2. 75% of all graduating pupils met all UC/CSU eligibility requirements. This is a 20% increase from the previous year.</li> <li>3. 100% of all pupils that applied to a post-secondary institution were accepted. Note, the rate for the previous year was 100% so there was no possible increase.</li> <li>4. Based on CELDT reports from 2014-15 as compared to CELDT reports from 2015-16, 51% of student made progress toward English proficiency as measured by the CELDT. Therefore, the percentage increased by over 1%.</li> </ol>	
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted	Estimated	

		Expenditures		Actual Annual Expenditures
<ul style="list-style-type: none"> <li>Alignment of curriculum with the Common Core State Standards and International Baccalaureate standards</li> <li>Establish benchmarks for school-wide assessments – provide assessments aligned to the Common Core State Standards</li> <li>Provide supports for English Language Learners</li> <li>Create A-G approved curriculum and coursework for all core subjects</li> <li>Offer A-G approved courses to all students</li> <li>Analyze data from state exams</li> </ul>		\$10,000	<ul style="list-style-type: none"> <li>Aligned curriculum with the Common Core State Standards and International Baccalaureate standards via ManageBac, PD, and planning time</li> <li>Established benchmarks for school-wide assessments- provided assessments aligned to the Common Core State Standards</li> <li>Provided supports for English Language Learners with tutoring by credentialed teachers, instructors, and tutors during and after school.</li> <li>Created A-G approved curriculum and coursework for all core subjects</li> <li>Offered A-G approved courses to all students</li> <li>Analyzed data from state exams in PD, teaching meetings, and with leadership and consultants</li> </ul>	\$30,000
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Recruit teachers to provide instruction in maternal languages, world languages other than English, performing and visual arts		\$5,000	Recruited teachers and instructors to provide instruction in maternal languages, world languages other than English, performing and visual arts	\$15,000

Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Ensure guidance for all students to access UC/CSU required courses: Align courses and course offerings to prepare students for college preparatory curriculum from elementary grades on; Design, monitor and improve course offerings reflective of student and teacher feedback; Hire appropriately credentialed teachers	\$10,000		Ensured guidance for all students to access UC/CSU required courses: Align courses and course offerings to prepare students for college preparatory curriculum from elementary grades on; Designed, monitored and improved course offerings reflective of student and teacher feedback; Hired appropriately credentialed teachers	\$30,000	
Scope of Service: School-wide			Scope of Service: School-wide		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
Provide necessary supports and interventions (eg. Counseling, afterschool tutoring, teacher office hours, several grade checks within a semester) for the student subgroups to access the A-G curriculum so that they may graduate with the academic preparation necessary for post-secondary education	\$25,000		Provided necessary supports and interventions (eg. Counseling, afterschool tutoring, teacher, office hours, several grade checks within a semester) for the student subgroups to access the A-G curriculum so that they graduate with the academic preparation necessary for post-secondary education	\$74,616	
Scope of Service: School-wide			Scope of Service: School-wide		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Provide additional support for students to investigate different career opportunities with guests, field trips and virtual trips, online tools, and counseling. Additional Professional Development for teachers with emphasize on instructing English learners.				



- pupil dropouts the previous year.
- The graduation rate is 100%. Note, the graduation rate for the previous year was 100% so there was no possible increase.

**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide a continuum of maternal and world language options; Train all teachers to embed the curriculum with cultural, intellectual and linguistic indigenous knowledge	\$20,000	Provided a continuum of maternal and world language options; Trained all teachers to embed the curriculum with cultural, intellectual and linguistic indigenous knowledge	\$49,616
Scope of service: School-wide		Scope of service: School-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Organize parent involvement and community autonomy over curriculum, programs and resources for historically disadvantaged students (unduplicated and special needs pupils as identified by the state)	\$10,000	Organized parent involvement and community autonomy over curriculum, programs and resources for historically disadvantaged students (unduplicated and special needs pupils as identified by the state)	\$25,000
Scope of service: School-wide		Scope of service: School-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Create a positive school climate; Continue to improve student engagement by reducing dropout rates, absenteeism, and increase graduation rates; Increase attendance rates	\$5,000	Created a positive school climate; Continued to improve student engagement by reducing dropout rates, absenteeism, and increase graduation rates; Increased attendance rates	\$12,500
Scope of Service: School-wide		Scope of Service: School-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
Train all staff on school cultural values profile called Makuilxochitl; Educate all students and parents on school cultural values profile called Makuilxochitl; Create, administer and reflect upon surveys on the school's mission and vision; Create and organize opportunities for volunteerism at the school to build community; Engage students in a mission guided curriculum; Celebrate with all stakeholders community building success through assemblies, meetings and public acknowledgement	\$15,000	Trained all staff on school cultural values profile called Makuilxochitl; Educated all students and parents on school cultural values profile called Makuilxochitl; Created, administered and reflected upon surveys on the school's mission and vision; Created and organized opportunities for volunteerism at the school to build community; Engaged students in a mission guided curriculum; Celebrated with all stakeholders community building success through assemblies, meetings and public acknowledgement	\$37,500
Scope of Service: School-wide		Scope of Service: School-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
The guidance counselor will create course schedules for students identified in the subgroups that offer all A-G curriculum/courses, and at least one world language course	\$10,000	The guidance counselor created course schedules for students identified in the subgroups that offer all A-G curriculum/courses, and at least one world language course	\$25,000
Scope of Service: School-wide		Scope of Service: School-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
What changes in actions, services, and expenditures will be made as a	Improve training for teachers by providing more planning time for curriculum, coaching, teaching		

result of reviewing past progress and/or changes to goals?	mentoring, Hire additional instructors and aids to provide material language instruction. Hire attendance staff and administrator/coordinator to support with efforts in reducing absences, chronic absenteeism, and drop out rates.
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Original GOAL from prior year LCAP:	3. All students will access academic, cultural, and community resources aimed at strengthening student educational achievement and overall school climate.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4__ 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8__ COE only: 9__ 10__  Local : <u>Preparation for College, Global Learning with Purpose, and Organic Leadership</u>
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Goal Applies to:	Schools: Anahuacalmecac International University Preparatory
	Applicable Pupil Subgroups: All; Ethnic Group: American Indian or Alaska Native; Ethnic Group: Hispanic or Latino; Ethnic Group: Two or More Races; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth

Expected Annual Measurable Outcomes:	Students will access two academic, cultural and/or community resources. School climate will improve in accordance with State Priority Education Code 52060 (d) (6) as measured by all of the following as applicable: <ul style="list-style-type: none"> <li>• Pupil suspension rates will be reduced by 1%</li> <li>• Pupil expulsion rates will be reduced by .02%</li> <li>• Other local measures of pupils, parents and teachers on the sense of safety and school connectedness will increase by 1%</li> </ul>	Actual Annual Measurable Outcomes:	Students accessed two academic, cultural and/or community resources. School climate improved in accordance with State Priority Education Code 52060 (d) (6) as measured by all of the following as applicable: <ul style="list-style-type: none"> <li>• This year there was one pupil suspended so we did not reduce the rate. There were zero suspensions the previous year.</li> <li>• There were zero pupil expulsions. The rate was not reduced because there were zero pupil expulsions the previous year.</li> <li>• A school-wide survey for all staff and students demonstrates there is a 100% sense of safety and school connectedness.</li> </ul>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>Create opportunities for students to access academic, cultural and community resources; Trips to nearby colleges and universities; Create and maintain relationships with Colleges and Universities; Provide guidance for students to provide community action and service; Provide access to cultural ceremonies and other community-based learning experiences; Access to standards aligned materials; Access to high quality teachers; Implementation of Common Core Standards for all students; Access to inquiry-based, internationally-minded college preparatory course of study embedded with and responsive to student needs as Indigenous Persons; Administer and analyze survey results of pupil, parent and teacher sense of safety and connectedness; Reduce pupil suspension and expulsion rates</p>		\$20,000	<p>Created opportunities for students to access academic, cultural and community resources; Provided trips to nearby colleges and universities; Created and maintained relationships with Colleges and Universities; Provided guidance for students to provide community action and service; Provided access to cultural ceremonies and other community-based learning experiences; Provided access to standards aligned materials; Provided access to high quality teachers; Implemented the Common Core Standards for all students; Provided access to inquiry-based, internationally-minded college preparatory course of study embedded with and responsive to student needs as Indigenous Persons; Administered and analyzed survey results of pupil, parent and teacher sense of safety and connectedness; Reduced pupil suspension and expulsion rates</p>	\$119,616
Scope of service:	School-wide	Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p>Teachers, parents, students and when applicable the counselor will review and document access academic, cultural, community resources and</p>		\$5,000	<p>Teachers, parents, students and when applicable the counselor reviewed and documented access academic, cultural, community resources and</p>	\$30,000

experiences on the student individual access plan during conferences			experiences on the student individual access plan during conferences		
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Hire student services and school activities coordinator to continue to engage students in year-round activities. Hire academic and summer programming staff to coordinate monthly activities and summer programs which includes transportation costs. Additional costs for administrator/coordinator supervise the staff and programming.			

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

- A. In the box below, identify the amount of 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$448,848.00

B. In the box below, 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).

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). 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.

1	%	
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**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).