

Local Control and Accountability Plan

Los Angeles Unified
Global Education Academy Middle

July 1, 2014 - June 30, 2017

edit in progress

Introduction:

LEA: Global Education Academy Middle

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LCAP Year: 2014

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
Global Education Academy Middle School is a small learning community serving students in South Los Angeles. The learning community came together on March 22, April 12, and May 23 in several different groupings to review and develop the LCAP report. As a school setting servicing a significant number of ELL's (approximately 35%) and Title I students (approximately 90%) we utilized our ELAC-CEAC-PAC and SSC-SARB groupings as multiple entry points into the LCAP. Utilizing data from our benchmark testing, CELDT, grade reports and ELA-ELD	Having had constituent development and review, the LCAP is a document that more thoroughly addresses the needs of the students of the learning community; it is not simply an extension of the strategic vision of the Principal or an administrative designee.

progress a description of school performance was developed to inform the identification of priorities aligned with the state priorities.

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?

1 0) What information was considered/reviewed for subgroups identified in Education Code section 52052?

1 1) 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
	Description of Goal	Applicable Pupil Subgroup(s) (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	
<p>Global Education Academy Middle School utilized student internal benchmark data on ELA and Mathematics to identify the needs. Student performance on the benchmarks was very inconsistent for ELL's ranging from 10% to 70% proficiency rates. Student performance in classroom based data also identified that English Language Learners struggled more than non-ELL students according to teachers grade reporting.</p> <p>English Language Learners' performance on CELDT, CAASP, internal benchmarks, teacher-created exams, and</p>	<p>Global Education Academy Middle School will show measurable adequate progress in English Language Learner (ELL) proficiency rates meeting or exceeding one level per year for California English Language Development Test (CELDT) and CAASP per year. The school will reclassify students at increasing rates based on the number of years (1-2-3) the student is enrolled in the Middle School (grades 6-7-8).</p>	English learners	Middle	<p>English Language Learners at GEA Middle School will achieve the following: 70 % of ELLs will advance 1 level on CELDT. 30 % of ELLs will reclassify. 30 % of ELLs will increase in proficiency in internal benchmarks. School will meet annual API growth targets.</p>	<p>English Language Learners at GEA Middle School will achieve the following: 80 % of ELLs will advance 1 level on CELDT. 50 % of ELLs will reclassify. 50 % of ELLs will increase in proficiency in internal benchmarks. School will meet annual API growth targets.</p>	<p>English Language Learners at GEA Middle School will achieve the following: 90 % of ELLs will advance 1 level on CELDT. 70 % of ELLs will reclassify. 70 % of ELLs will increase in proficiency in internal benchmarks. School will meet annual API growth targets.</p>	Pupil achievement	

<p>student portfolios will be measured, analyzed, and compared with non-ELL students. The data will be carefully analyzed and shared among all stakeholders (students, parents, faculty, administration).</p>								
<p>The school's "at risk" population (e.g. ELL, SPED and Title I students) have maintained a need for additional supports during the course of the schooling year, our first. Student performance and identified need is demonstrated through internal benchmarks, grades and teacher observation.</p> <p>Performance on 3 internal benchmarks will be measured and carefully analyzed to determine academic progress for the "at risk" population. Students in various intervention groups will be given pre/post assessment to determine effectiveness of the intervention program and measure student progress.</p>	<p>Global Education Academy Middle School will show measurable adequate progress in ELL and SPED and Title I population academic performance meeting or exceeding progress as measured by the movement of students out of a Response to Intervention (RtI) program over the course of the 3 middle school years.</p>	<p>All</p>	<p>Middle</p>		<p>Students will:</p> <ol style="list-style-type: none"> 1. Students in the RtI program will reduce from an estimated 20-25% of the schooling population at the beginning of the school year to an estimated 10% of the schooling population by the end of the schooling year. 2. Students on IEP's will show progress toward meeting their IEP goals. 3. Show a 20-30% growth in their ELA internal benchmark progress over the course of the school year; or perform at 70% proficiency. 4. All students will demonstrate reasonable growth towards 70% 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Students needing to be placed in the RtI program will be reduced by 10%. 2. Students on IEP's will show progress toward meeting their IEP goals. 3. Show a 30-40% growth in their ELA internal benchmark progress over the course of the school year; or perform at 75% proficiency. 4. All students will demonstrate reasonable growth towards 75% proficiency or meet and exceed 75% proficiency. 5. Students will be taught and demonstrate a 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Students needing to be placed in the RtI program will be reduced by 10%. 2. Students on IEP's will show progress toward meeting their IEP goals. 3. Show a 40-50% growth in their ELA internal benchmark progress over the course of the school year; or perform at 80% proficiency. 4. All students will demonstrate reasonable growth towards 80% proficiency or meet and exceed 80% proficiency. 5. Students will be taught and demonstrate a 	<p>Pupil achievement</p>

					<p>proficiency or meet and exceed 70% proficiency.</p> <p>5. Students will be taught and demonstrate a 'readiness for learning' as measured by a social-academic instrument to be outsourced and identified.</p>	<p>'readiness for learning' as measured by a social-academic instrument to be outsourced and identified.</p>	<p>'readiness for learning' as measured by a social-academic instrument to be outsourced and identified.</p>	
<p>By analyzing parent meeting sign in sheets/logs and visually observing parent presence during conferences, the school has identified that 10-15% of parent population are actively engaged in meaningful parent participation. Further, it has been identified that parents representing subgroups have even lower participation rate.</p> <p>1. The number of monthly parent meetings beyond the ELAC for ELL's and CEAC for Title I's.</p> <p>2. Parent participation in active leadership opportunities and schooling based decision making.</p> <p>3. Parent education opportunities.</p>	<p>Global Education Academy Middle School will show measurable adequate progress towards meaningful parent participation for sub-groups (i.e. SPED, ELL, and Title I).</p>	All	Middle		<p>1. 3+ activities or events per year in addition to ELAC for ELL's and CEAC for Title I's.</p> <p>2. 100% of parents contacted with information.</p> <p>3. 3+ activities or events per year in parent education.</p> <p>4. 100% of parents contacted regarding parent on-boarding/induction.</p>	<p>1. 3+ activities or events per year in addition to ELAC for ELL's and CEAC for Title I's.</p> <p>2. 100% of parents contacted with information.</p> <p>3. 3+ activities or events per year in parent education.</p> <p>4. 100% of parents contacted regarding parent on-boarding/induction.</p>	<p>1. 3+ activities or events per year in addition to ELAC for ELL's and CEAC for Title I's.</p> <p>2. 100% of parents contacted with information.</p> <p>3. 3+ activities or events per year in parent education.</p> <p>4. 100% of parents contacted regarding parent on-boarding/induction.</p>	Parent involvement

4. Parent on-boarding/induction protocol.								
<p>The school's student information system (Powerschool) identified that 20-25% of the schooling population attended school at overall rates of 60-89%. A School Attendance Review Board was formed to address this need.</p> <p>The school will:</p> <ol style="list-style-type: none"> 1. Monitor attendance rates for all students. 2. Analyze trends of chronic absenteeism. 3. Compile information from parents regarding the reasons for absence. 	<p>Global Education Academy Middle School will show measurable adequate progress in developing a sustainable attendance rate (95%) for all enrolled students.</p>	All	Middle		<p>The school will:</p> <ol style="list-style-type: none"> 1. Annually reduce all absenteeism by 10%. 2. Annually reduce chronic absenteeism by 15%. 3. Establish programming to support an active and engaged schooling population (e.g. revise advisory, develop a before school program, revise after school program, develop student support pods and teacher mentoring, add mentoring programs). 	<p>The school will:</p> <ol style="list-style-type: none"> 1. Annually reduce all absenteeism by 10%. 2. Annually reduce chronic absenteeism by 15%. 3. Establish programming to support an active and engaged schooling population (e.g. revise advisory, develop a before school program, revise after school program, develop student support pods and teacher mentoring, add mentoring programs). 	<p>The school will:</p> <ol style="list-style-type: none"> 1. Annually reduce all absenteeism by 10%. 2. Annually reduce chronic absenteeism by 15%. 3. Establish programming to support an active and engaged schooling population (e.g. revise advisory, develop a before school program, revise after school program, develop student support pods and teacher mentoring, add mentoring programs). 	Pupil engagement
<ol style="list-style-type: none"> 1. Analysis of suspensions throughout the school year (includes both in-school and out-of-school suspension). Some months exceeded an average of 2 in-school suspensions per day. 2. Analysis of office referrals. Some months exceeded an average of 2 referrals per day. 	<p>Global Education Academy Middle School will approach student engagement as a matter of school culture and climate. The school will show adequate progress towards a culture and climate conducive to learning as evidenced by low suspension rates, no</p>	All	Middle		<ol style="list-style-type: none"> 1. Decrease annual suspension rates by 10%. 2. Decrease annual office referral rates by 10%. 	<ol style="list-style-type: none"> 1. Decrease annual suspension rates by 15%. 2. Decrease annual office referral rates by 15%. 	<ol style="list-style-type: none"> 1. Decrease annual suspension rates by 20%. 2. Decrease annual office referral rates by 20%. 	School climate

<p>3. Analysis of reasons for office referrals and suspensions.</p> <p>1. Implementation of positive behavior support plan and it's impact on suspension rates.</p> <p>2. Professional development on classroom management and it's impact on office referrals.</p>	<p>expulsions, and an overall feeling of safety and connectedness in the learning community. A student induction and counseling program will be developed.</p>							
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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 52064 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	Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)	Actions and Services	Level of Service	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
Global Education Academy Middle School will show measurable adequate progress in English Language Learner (ELL) proficiency rates meeting or exceeding one level per year for California English Language Development Test (CELDT) and CAASP per year. The school will reclassify students at increasing rates based on the number of years (1-2-3) the student is enrolled in the Middle School (grades 6-7-8).	Pupil achievement	Hire teachers and pay basic salary	Charter-Wide		Hiring Teachers: \$356,030 Funding Source: LCFF Basic; LCFF Concentration; LCFF Supplemental; Title I	Hiring Teachers: \$599,629 Funding Source: LCFF Basic; LCFF Concentration; LCFF Supplemental; Title I	Hiring Teachers: \$700,348 Funding Source: LCFF Basic; LCFF Concentration; LCFF Supplemental; Title I

<p>Global Education Academy Middle School will show measurable adequate progress in English Language Learner (ELL) proficiency rates meeting or exceeding one level per year for California English Language Development Test (CELDT) and CAASP per year. The school will reclassify students at increasing rates based on the number of years (1-2-3) the student is enrolled in the Middle School (grades 6-7-8).</p>	<p>Pupil achievement</p>	<p>Provide basic materials and curricula for students</p>	<p>Charter-Wide</p>		<p>Purchase Basic Textbooks: \$30,000 Funding Source: LCFF Basic</p> <hr/> <p>Other books and reference materials: \$10,000 Funding Source: LCFF Basic</p> <hr/> <p>Purchase Instructional Materials for the classroom: \$10,000 Funding Source: LCFF Basic</p>	<p>Purchase Basic Textbooks: \$50,526 Funding Source: LCFF Basic</p> <hr/> <p>Other books and reference materials: \$16,842 Funding Source: LCFF Basic</p> <hr/> <p>Purchase Instructional Materials for the classroom: \$16,842 Funding Source: LCFF Basic</p>	<p>Purchase Basic Textbooks: \$59,013 Funding Source: LCFF Basic</p> <hr/> <p>Other books and reference materials: \$19,671 Funding Source: LCFF Basic</p> <hr/> <p>Purchase Instructional Materials for the classroom: \$19,671 Funding Source: LCFF Basic</p>
<p>Global Education Academy Middle School will show measurable adequate progress in English Language Learner (ELL) proficiency rates meeting or exceeding one level per year for California English Language Development Test (CELDT) and CAASP per year. The school will reclassify students at increasing rates based on the number of years (1-2-3) the student is enrolled in the Middle School (grades 6-7-8).</p>	<p>Pupil achievement</p>	<p>Provide effective professional development opportunities for teachers</p>	<p>Charter-Wide</p>		<p>Instructional consultants: \$8,000 Funding Source: LCFF Basic; LCFF Concentration; LCFF Supplemental</p>	<p>Instructional consultants: \$13,473 Funding Source: LCFF Basic; LCFF Concentration; LCFF Supplemental</p>	<p>Instructional consultants: \$15,736 Funding Source: LCFF Basic; LCFF Concentration; LCFF Supplemental</p>
<p>Global Education Academy Middle School will show</p>	<p>Pupil achievement</p>	<p>GEA Middle School will</p>	<p>Charter-Wide</p>		<p>Special education</p>	<p>Special education</p>	<p>Special education</p>

measurable adequate progress in ELL and SPED and Title I population academic performance meeting or exceeding progress as measured by the movement of students out of a Response to Intervention (RtI) program over the course of the 3 middle school years.		provide Special Education services for students with special education needs.			program consultants: \$42,621 Funding Source: Special Education Entitlement; LCFF Basic	program consultants: \$71,782 Funding Source: Special Education Entitlement; LCFF Basic	program consultants: \$83,839 Funding Source: Special Education Entitlement; LCFF Basic
Global Education Academy Middle School will show measurable adequate progress in ELL and SPED and Title I population academic performance meeting or exceeding progress as measured by the movement of students out of a Response to Intervention (RtI) program over the course of the 3 middle school years.	Pupil achievement	Organize support staff to help with supervision, organize various events, and provide basic academic support to teachers and students.	Charter-Wide		Hiring Support Staff: \$30,083 Funding Source: LCFF Basic	Hiring Support Staff: \$50,665 Funding Source: LCFF Basic	Hiring Support Staff: \$59,175 Funding Source: LCFF Basic
Global Education Academy Middle School will show measurable adequate progress towards meaningful parent participation for sub-groups (i.e. SPED, ELL, and Title I).	Parent involvement	Provide basic materials and supplies for meetings, school events, and other school operations.	Charter-Wide		Basic materials and supplies: \$5,000 Funding Source: LCFF Basic ----- Postage and delivery to disburse school materials and notifications: \$2,000 Funding Source: LCFF Basic ----- Printing and	Basic materials and supplies: \$8,421 Funding Source: LCFF Basic ----- Postage and delivery to disburse school materials and notifications: \$3,368 Funding Source: LCFF Basic ----- Printing and	Basic materials and supplies: \$9,835 Funding Source: LCFF Basic ----- Postage and delivery to disburse school materials and notifications: \$3,934 Funding Source: LCFF Basic ----- Printing and

					reproduction for school materials, notifications, and various school events: \$1,000 Funding Source: LCFF Basic	reproduction for school materials, notifications, and various school events: \$1,684 Funding Source: LCFF Basic	reproduction for school materials, notifications, and various school events: \$1,967 Funding Source: LCFF Basic
Global Education Academy Middle School will show measurable adequate progress in developing a sustainable attendance rate (95%) for all enrolled students.	Pupil engagement	Student information system to keep accurate track of attendance and other student information	Charter-Wide		Student information system: \$3,000 Funding Source: LCFF Basic	Student information system: \$3,000 Funding Source: LCFF Basic	Student information system: \$3,000 Funding Source: LCFF Basic
Global Education Academy Middle School will show measurable adequate progress in developing a sustainable attendance rate (95%) for all enrolled students.	Pupil engagement	Organize various student activities such as awards ceremonies, assemblies, book fairs, science fairs and other student activities and events.	Charter-Wide		Student activities and events: \$2,000 Funding Source: LCFF Basic	Student activities and events: \$3,368 Funding Source: LCFF Basic	Student activities and events: \$3,934 Funding Source: LCFF Basic
Global Education Academy Middle School will approach student engagement as a matter of school culture and climate. The school will show adequate progress towards a culture and climate conducive to learning as evidenced by low suspension rates, no expulsions, and an overall feeling of safety and	School climate	The school will provide conflict resolution training for students through their advisory.	Charter-Wide		: \$0 Note: No new expenses	: \$0 Note: No new expenses	: \$0 Note: No new expenses

connectedness in the learning community. A student induction and counseling program will be developed.							
Global Education Academy Middle School will approach student engagement as a matter of school culture and climate. The school will show adequate progress towards a culture and climate conducive to learning as evidenced by low suspension rates, no expulsions, and an overall feeling of safety and connectedness in the learning community. A student induction and counseling program will be developed.	School climate	Field trips to provide enriching experiences for students	Charter-Wide		Field trip and transportation: \$2,500 Funding Source: LCFF Basic	Field trip and transportation: \$4,210 Funding Source: LCFF Basic	Field trip and transportation: \$4,917 Funding Source: LCFF Basic
Global Education Academy Middle School will approach student engagement as a matter of school culture and climate. The school will show adequate progress towards a culture and climate conducive to learning as evidenced by low suspension rates, no expulsions, and an overall feeling of safety and connectedness in the learning community. A student induction and counseling program will be developed.	School climate	Provide basic services to ensure a clean and safe environment	Charter-Wide		Housekeeping and Operations: \$2,000 Funding Source: LCFF Basic	Housekeeping and Operations: \$3,368 Funding Source: LCFF Basic	Housekeeping and Operations: \$3,934 Funding Source: LCFF Basic
					Janitorial, gardening services and supplies: \$1,000 Funding Source: LCFF Basic	Janitorial, gardening services and supplies: \$1,684 Funding Source: LCFF Basic	Janitorial, gardening services and supplies: \$1,967 Funding Source: LCFF Basic
					Building repairs and maintenance: \$15,000	Building repairs and maintenance: \$25,263	Building repairs and maintenance: \$29,506

					Funding Source: LCFF Basic	Funding Source: LCFF Basic	Funding Source: LCFF Basic
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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)	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
Global Education Academy Middle School will show measurable adequate progress in English Language Learner (ELL) proficiency rates meeting or exceeding one level per year for California English Language Development Test (CELDT) and CAASP per year. The school will reclassify students at increasing rates based on the number of years (1-2-3) the student is enrolled in the Middle School (grades 6-7-8).	Pupil achievement	English learners: Organize a Response to Intervention program to support English Language Learners	Charter-Wide		Hire a credentialed intervention teacher: \$32,300 Funding Source: LCFF Concentration; LCFF Supplemental	Hire a credentialed intervention teacher: \$32,300 Funding Source: LCFF Concentration; LCFF Supplemental	Hire a credentialed intervention teacher: \$32,300 Funding Source: LCFF Concentration; LCFF Supplemental
					Provide professional development focusing on the topic of Intervention: \$1,000 Funding Source: LCFF Concentration; LCFF Supplemental	Provide professional development focusing on the topic of Intervention: \$1,000 Funding Source: LCFF Concentration; LCFF Supplemental	Provide professional development focusing on the topic of Intervention: \$1,000 Funding Source: LCFF Concentration; LCFF Supplemental
Global Education Academy Middle School will show	Pupil achievement	English learners:	Charter-Wide		Purchase ELD books and	Purchase ELD books and	Purchase ELD books and

<p>measurable adequate progress in English Language Learner (ELL) proficiency rates meeting or exceeding one level per year for California English Language Development Test (CELDT) and CAASP per year. The school will reclassify students at increasing rates based on the number of years (1-2-3) the student is enrolled in the Middle School (grades 6-7-8).</p>		<p>Provide Support for ELD Program</p>			<p>materials: \$2,100 Funding Source: LCFF Concentration; LCFF Supplemental</p> <hr/> <p>Conduct ELD professional development: \$1,000 Funding Source: LCFF Concentration; LCFF Supplemental</p>	<p>materials: \$1,500 Funding Source: LCFF Concentration; LCFF Supplemental</p> <hr/> <p>Conduct ELD professional development: \$1,500 Funding Source: LCFF Concentration; LCFF Supplemental</p>	<p>materials: \$1,000 Funding Source: LCFF Concentration; LCFF Supplemental</p> <hr/> <p>Conduct ELD professional development: \$2,000 Funding Source: LCFF Concentration; LCFF Supplemental</p>
<p>Global Education Academy Middle School will show measurable adequate progress in ELL and SPED and Title I population academic performance meeting or exceeding progress as measured by the movement of students out of a Response to Intervention (RtI) program over the course of the 3 middle school years.</p>	<p>Pupil achievement</p>	<p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Intervention Program to provide academic support for "At Risk" students</p>	<p>Charter-Wide</p>		<p>Intervention teacher and Instructional Aid salary: \$22,800 Funding Source: LCFF Concentration; LCFF Supplemental</p> <hr/> <p>Purchase Accelerated Readers Program: \$1,500 Funding Source: LCFF Concentration; LCFF Supplemental</p> <hr/> <p>Professional Development in the area of differentiated</p>	<p>Intervention teacher and Instructional Aid salary: \$34,200 Funding Source: LCFF Concentration; LCFF Supplemental</p> <hr/> <p>Purchase Accelerated Readers Program: \$1,500 Funding Source: LCFF Concentration; LCFF Supplemental</p> <hr/> <p>Professional Development in the area of differentiated</p>	<p>Intervention teacher and Instructional Aid salary: \$45,600 Funding Source: LCFF Concentration; LCFF Supplemental</p> <hr/> <p>Purchase Accelerated Readers Program: \$1,500 Funding Source: LCFF Concentration; LCFF Supplemental</p> <hr/> <p>Professional Development in the area of differentiated</p>

				instruction: \$750 Funding Source: LCFF Concentration; LCFF Supplemental	instruction: \$1,000 Funding Source: LCFF Concentration; LCFF Supplemental	instruction: \$1,250 Funding Source: LCFF Concentration; LCFF Supplemental
Global Education Academy Middle School will show measurable adequate progress towards meaningful parent participation for sub-groups (i.e. SPED, ELL, and Title I).	Parent involvement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Support and enhance parent education and induction program to promote meaningful parent participation and involvement	Charter-Wide	Hire a parent coordinator: \$3,420 Funding Source: LCFF Concentration; LCFF Supplemental	Hire a parent coordinator: \$3,420 Funding Source: LCFF Concentration; LCFF Supplemental	Hire a parent coordinator: \$3,420 Funding Source: LCFF Concentration; LCFF Supplemental
				Provide parent education meetings: \$500 Funding Source: LCFF Concentration; LCFF Supplemental	Provide parent education meetings: \$700 Funding Source: LCFF Concentration; LCFF Supplemental	Provide parent education meetings: \$1,000 Funding Source: LCFF Concentration; LCFF Supplemental
				Parent induction and On-boarding: \$500 Funding Source: LCFF Concentration; LCFF Supplemental	Parent induction and On-boarding: \$750 Funding Source: LCFF Concentration; LCFF Supplemental	Parent induction and On-boarding: \$1,000 Funding Source: LCFF Concentration; LCFF Supplemental
				Principal to work with parent coordinator towards development and implementation of parent education	Principal to work with parent coordinator towards development and implementation of parent education	Principal to work with parent coordinator towards development and implementation of

					and induction program: \$0 Note: No new expenses	and induction program: \$0 Note: No new expenses	parent education and induction program: \$0 Note: No new expenses
Global Education Academy Middle School will show measurable adequate progress in developing a sustainable attendance rate (95%) for all enrolled students.	Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Monitor student attendance rates and develop strategies to increase attendance	Charter-Wide		Student information system: \$3,000 Funding Source: LCFF Basic ----- Hire attendance coordinator: \$1,596 Funding Source: LCFF Concentration; LCFF Supplemental	Student information system: \$3,000 Funding Source: LCFF Basic ----- Hire attendance coordinator: \$1,596 Funding Source: LCFF Concentration; LCFF Supplemental	Student information system: \$3,000 Funding Source: LCFF Basic ----- Hire attendance coordinator: \$1,596 Funding Source: LCFF Concentration; LCFF Supplemental
Global Education Academy Middle School will show measurable adequate progress in developing a sustainable attendance rate (95%) for all enrolled students.	Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Summer bridge program to outline school and classroom expectations, positive behavior support plan, extend learning opportunities	Charter-Wide		Stipends for teachers to participate in summer bridge: \$2,000 Funding Source: LCFF Concentration; LCFF Supplemental ----- Program development: \$600 Funding Source: LCFF Concentration; LCFF Supplemental	Stipends for teachers to participate in summer bridge: \$4,000 Funding Source: LCFF Concentration; LCFF Supplemental ----- Program development: \$600 Funding Source: LCFF Concentration; LCFF Supplemental	Stipends for teachers to participate in summer bridge: \$6,000 Funding Source: LCFF Concentration; LCFF Supplemental ----- Program development: \$600 Funding Source: LCFF Concentration; LCFF Supplemental

<p>Global Education Academy Middle School will show measurable adequate progress in developing a sustainable attendance rate (95%) for all enrolled students.</p>	<p>Pupil engagement</p>	<p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide opportunities for students to participate in various enriching activities</p>	<p>Charter-Wide</p>		<p>Materials for Science Fair, Book Fair, and Awards Ceremony: \$2,500 Funding Source: LCFF Concentration; LCFF Supplemental</p>	<p>Materials for Science Fair, Book Fair, and Awards Ceremony: \$3,500 Funding Source: LCFF Concentration; LCFF Supplemental</p>	<p>Materials for Science Fair, Book Fair, and Awards Ceremony: \$4,000 Funding Source: LCFF Concentration; LCFF Supplemental</p>
<p>Global Education Academy Middle School will approach student engagement as a matter of school culture and climate. The school will show adequate progress towards a culture and climate conducive to learning as evidenced by low suspension rates, no expulsions, and an overall feeling of safety and connectedness in the learning community. A student induction and counseling program will be developed.</p>	<p>School climate</p>	<p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: School will implement a positive behavior support plan to minimize the number of suspensions and office referrals</p>	<p>Charter-Wide</p>		<p>Certificates & awards: \$500 Funding Source: LCFF Concentration; LCFF Supplemental Note: Provide certificates and awards to promote positive behavior</p> <hr/> <p>Parent education to discuss their roles in supporting positive behavior at home: \$750 Funding Source: LCFF Concentration; LCFF Supplemental</p>	<p>Certificates & awards: \$500 Funding Source: LCFF Concentration; LCFF Supplemental Note: Provide certificates and awards to promote positive behavior</p> <hr/> <p>Parent education to discuss their roles in supporting positive behavior at home: \$1,000 Funding Source: LCFF Concentration; LCFF Supplemental</p>	<p>Certificates & awards: \$500 Funding Source: LCFF Concentration; LCFF Supplemental Note: Provide certificates and awards to promote positive behavior</p> <hr/> <p>Parent education to discuss their roles in supporting positive behavior at home: \$1,250 Funding Source: LCFF Concentration; LCFF Supplemental</p>

<p>Global Education Academy Middle School will approach student engagement as a matter of school culture and climate. The school will show adequate progress towards a culture and climate conducive to learning as evidenced by low suspension rates, no expulsions, and an overall feeling of safety and connectedness in the learning community. A student induction and counseling program will be developed.</p>	<p>School climate</p>	<p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide support in the area of classroom management to minimize the number of office referrals</p>	<p>Charter-Wide</p>		<p>Professional development for teachers, administration, and support staff: \$1,000 Funding Source: LCFF Concentration; LCFF Supplemental</p> <hr/> <p>Effective classroom management strategies books and reference materials: \$2,000 Funding Source: LCFF Concentration; LCFF Supplemental</p>	<p>Professional development for teachers, administration, and support staff: \$1,250 Funding Source: LCFF Concentration; LCFF Supplemental</p> <hr/> <p>Effective classroom management strategies books and reference materials: \$2,000 Funding Source: LCFF Concentration; LCFF Supplemental</p>	<p>Professional development for teachers, administration, and support staff: \$1,500 Funding Source: LCFF Concentration; LCFF Supplemental</p> <hr/> <p>Effective classroom management strategies books and reference materials: \$2,000 Funding Source: LCFF Concentration; LCFF Supplemental</p>
<p>Global Education Academy Middle School will approach student engagement as a matter of school culture and climate. The school will show adequate progress towards a culture and climate conducive to learning as evidenced by low suspension rates, no expulsions, and an overall feeling of safety and connectedness in the learning community. A student induction and counseling program will be</p>	<p>School climate</p>	<p>Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide parent education and training in the areas of creating a home environment that is conducive to</p>	<p>Charter-Wide</p>		<p>Distribution of school newsletters, policy memos, education handbook, parenting guides: \$500 Funding Source: LCFF Concentration; LCFF Supplemental</p> <hr/> <p>Parent education meetings with outside vendors</p>	<p>Distribution of school newsletters, policy memos, education handbook, parenting guides: \$500 Funding Source: LCFF Concentration; LCFF Supplemental</p> <hr/> <p>Parent education meetings with outside vendors</p>	<p>Distribution of school newsletters, policy memos, education handbook, parenting guides: \$500 Funding Source: LCFF Concentration; LCFF Supplemental</p> <hr/> <p>Parent education meetings with outside vendors</p>

developed.		learning, effective parenting, school safety, and child abuse reporting			& consultants: \$750 Funding Source: LCFF Concentration; LCFF Supplemental	& consultants: \$750 Funding Source: LCFF Concentration; LCFF Supplemental	& consultants: \$750 Funding Source: LCFF Concentration; LCFF Supplemental
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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.)

Per California Charter School Association's LCFF Calculator, Global Education Academy Middle School's additional Supplemental and Concentration Grant Funding for the 2014-15 school year will be \$94,108 for the 2014-2015 School year. GEAMS will be using these funds in a school wide manner. GEAMS believes it is justified to use in a schoolwide manner because it's unduplicated count for the 2013-14 school year was 65 out of 79 students as of the Fall-1 reporting period and is estimated to be 155 out of 160 students in the 2014-15 school year.

GEAMS will offer a variety of programs and supports that are aligned with the LCAP goals, which include: Response to Intervention program, summer bridge, various student enrichment activities and events, and parent education and induction program. GEAMS will also provide professional development for teachers, administration, and support staff in the areas of differentiated instruction, Response to Intervention, classroom management, and English Language Development. Schoolwide implementation of these practices will have a positive impact on school culture and climate, increase academic performance, promote multiple entry points to an environment that is conducive to learning, and have a positive impact on meaningful parent participation.

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.

Per California's Fiscal Crisis & Management Assistance Team's (FCMAT) LCFF Calculator, Global Education Academy Middle School's services for low-income students and English learners are estimated to increase by 8.32%, the Minimum Proportionality Percentage (MPP) for the 2014-15 school year. GEA will meet its MPP for the 2014-15 school year by providing the following services for low income, English Learners, and foster youth: Response to Intervention program, summer bridge, various enrichment activities and events, and parent education and induction program. By providing services identified without limitations, GEA will best serve all students, especially targeted students with increased or improved services at minimum of 8.32% above all students.

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.