

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

### **Introduction:**

**LEA: Center for Advanced Learning    Contact: Murad Rahman, Executive Director, mrahman@centeradvancedlearning.org , 323-232-0245: LCAP Year: 2014-2015**

### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

### ***State Priorities***

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

#### ***A. Conditions of Learning:***

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

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

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

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

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

#### ***B. Pupil Outcomes:***

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

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

#### ***C. Engagement:***

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

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

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

### **Section 1: Stakeholder Engagement**

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

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

#### **Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Throughout the 2013/2014 school year Center for Advanced Learning (CAL) engaged in learning about the Local Control Funding Formula (LCFF) and familiarizing staff with requirements for developing a Local Control Accountability Plan (LCAP).</p> <p>As a single site Charter school, CAL developed a process for educating our stakeholders on LCFF and LCAP. CAL used the following quantitative data for the goal setting process: attendance rates, student programs, instructional materials, facility inspection data, CCSS/SBAC ELA proficiency rate, CCSS/SBAC math proficiency rate, English Learner reclassification rate, Long Term English Learner rate, and parent survey data. During January 2014, CAL began the process of implementing the LCAP/LCFF planning. Employees attended trainings to learn about the process of how to complete the LCAP. The LCAP committee consisted of teachers, classified staff, school and district administrators, and other stakeholders.</p> <p>An LCAP survey was developed based on the following:</p> <ul style="list-style-type: none"> <li>• School programs</li> <li>• Student population</li> <li>• Parent involvement</li> <li>• Educational needs</li> </ul> <p>It was disbursed to parents, staff and board members, and other community stakeholders in May and June 2014.</p>	<p>Through the process of gathering input from our stakeholders, CAL developed a “Priority List” outlining potential goals, programs, and activities to include in the LCAP. The LCAP team quickly realized that the school could not fund many of the thoughtful ideas received from the stakeholder survey. As a result, ideas were prioritized to align with the current year’s plan. Many items that were part of the original “Priority List” could not be funded; therefore, these items may be implemented year two and year three while others will be monitored for inclusion in future planning as funding and priority permit. A summary of these items is noted below:</p> <ul style="list-style-type: none"> <li>• Parental Involvement Programs and Meetings</li> <li>• Behavior Intervention/Prevention Programs</li> <li>• Common Core training and materials for teachers and parents</li> <li>• Investment in updated technology for student achievement</li> <li>• Parent Communication System</li> <li>• Integration of Arts/P.E. into the Common Core Program</li> <li>• Attendance Monitoring Program</li> <li>• Student Mental Health Program</li> <li>• Professional Development for teachers/staff</li> <li>• Substitute coverage time for weekly PLC meetings</li> <li>• Hiring of Technology Teacher</li> <li>• Facility Upgrade to include: covered areas on playground and courtyard, roof repairs, etc.</li> </ul>

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>The survey was available both online and in paper format (English and Spanish versions were made available).</p> <p>The school's computer lab was made available to stakeholders who needed computer access to complete the survey. Survey results were presented to the committee and budgetary items were prioritized accordingly.</p> <p>The priorities were reviewed to determine their relevance and alignment to our Charter Petition.</p> <p>Feedback was gathered from all stakeholders and revisions were made to the LCAP accordingly.</p>	

## **Section 2: Goals and Progress Indicators**

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

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

### **Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?

- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<b>Need:</b> Professional Learning and implementation of the CCSS  <b>Metric:</b> Implement the CCSS for all students	CAL will ensure that all students are being taught from the CCSS, with full implementation, professional learning, monitoring of the standards.	ALL	ALL	Every Six Weeks	Provide all teachers with ELA and Math professional development in the implementation and monitoring of student learning of CCSS	Provide all teachers with ELA and Math professional development in the implementation and monitoring of student learning of CCSS	Provide all teachers with ELA and Math professional development in the implementation and monitoring of student learning of CCSS	Priority # 2 Implementation of State Standards
<b>Need:</b> To increase the number of	Increase the number of English Learners	EL Students	ALL	Yearly	70% of EL students will demonstrate	75% of EL students will demonstrate	80% of EL students will demonstrate	Student Achievement (Priority # 4)

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
English Learners who achieve full English language proficiency  <b>Metrics:</b> Increase % proficient on annual CELDT assessment	that increase their proficiency in English as measured by the CELDT examination.				annual progress in learning English with the growth of one performance level in each of the four skill areas.	annual progress in learning English with the growth of one performance level in each of the four skill areas.	annual progress in learning English with the growth of one performance level in each of the four skill areas.	Share of ELLs that become English Proficient
<b>Need:</b> To increase the number of ELLs demonstrating proficiency in ELD writing standards  <b>Metrics:</b> Assessment to measure and monitor the	Increase performance in ELD writing to ensure students progression through ELD levels.	English Learners	ALL		Benchmark	B. +2%	B. +3%	Student Achievement (Priority # 4)  Performance on standardized tests Share of ELLs that become English Proficient EL

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progress of ELD writing standards (Yet to be determined)								reclassification rate
<b>Need:</b> Increase % of students reclassified to Fluent English Proficient  <b>Metrics:</b> EL Reclassification Rate	Ensure that all students attain proficiency in the current content standards	English Learners in grades 3-5	ALL	Three times per year	20% of EL population will be reclassified to Fluent English proficient according to the English Learner Master Plan.	22% of EL population will be reclassified to Fluent English proficient according to the English Learner Master Plan.	25% of EL population will be reclassified to Fluent English proficient according to the English Learner Master Plan.	Student Achievement (Priority # 4) Share of ELLs that become English Proficient  Priority 7 Course Access
<b>Need:</b> To achieve or maintain school attendance rates that support student learning  <b>Metric:</b>	Increase annually the overall attendance percentage each school year.	All students: English Learners Students with Disabilities Low-income students	CAL	Yearly	Increase by 1.0% based on previous years' attendance data	Increase by 1.25% based on previous years' attendance data	Increase by 1.5% based on previous years' attendance data	Student Engagement (Priority # 5) Student attendance rates

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Attendance Rates  Attendance audits per student every four weeks								
<b>Need:</b> To decrease chronic absenteeism  <b>Metric:</b> Attendance Rate  Monitor attendance patterns every 6 weeks	Decrease students missing 10 days or more each school year	All students: English Learners Students with Disabilities Low-income students	CAL	Yearly	Decrease students missing 10 or more days by 10% (as measured by previous student attendance data)	Decrease students missing 10 or more days by 15% (as measured by previous student attendance data)	Decrease students missing 10 or days by 20% (as measured by previous student attendance data)	Student Engagement (Priority # 4)  Chronic Absenteeism rates
<b>Need:</b> To have a school-wide behavior discipline model	To monitor students missing classroom instruction due to behavior referrals to the office.	All students	ALL	YEARLY	Benchmark year	Decrease referrals to the office by 5%	Decrease referrals to the office by 10%	School Climate (Priority # 6)  School Safety School Connectedness

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<b>Metric:</b> Total office referrals								"Setting Limits Program" "Baldrige Program"
<b>Need:</b> To increase the number of students who score proficient or above in ELA on the SBAC assessment	Increase the number of students scoring Proficient and above on the CCSS/SBAC benchmark English Language Arts. Scores established in 2014-2015	All Students Reclassified Full English Proficient Low-Income Students Students w/ Disabilities	ALL		Benchmark	B. +1%	B. +3%	Priority # 4 Student Achievement  Implementation of the Common Core State Standards
					Benchmark	B. +1%	B. +3%	
					Benchmark	B. +1%	B. +3%	
					Benchmark	B. +1%	B. +3%	
<b>Need:</b> To gather input from parents about school conditions  <b>Metric:</b> School Survey	To gain valuable input from parents	All Parents	ALL	Yearly	75% of parents return survey to the school	80% of parents and guardians return survey to the school	85% of parents and guardians return survey to the school	Parental Involvement (Priority #3) Efforts to seek parent input

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><b>Need:</b> To train parents on how to support learning at home and at school</p> <p><b>Metric:</b> Parent Surveys Parent Sign-in Sheets</p>	Increase percentage of parents trained on academic initiatives by providing a minimum of 10 workshops each school year.	All Parents	ALL	Yearly	Attendance will increase by 20 %	Attendance will increase by 30 %	Attendance will increase by 40 %	Parent Involvement (Priority #3) Promotion of parental participation
<p><b>Need:</b> Improve stakeholder communication</p> <p><b>Metric:</b> Improve communication to stakeholder groups through media and website</p>	Communicate effectively and form strategic alliances to secure the support and resources necessary to deliver our vision.	ALL	ALL	Yearly	Provide website and media updates to families and other stakeholders once monthly	Provide website and media updates to families and other stakeholders twice monthly	Provide website and media updates to families and other stakeholders once per week.	Parent Involvement Priority # 3
<p><b>Need:</b> To provide and</p>	Basic Services 1: Maintain the	All Students	CAL	99% Compliant	100% Compliant	100% Compliant	100% Compliant	Basic Services (Priority #1)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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maintain Basic Services for students and school <b>Metric:</b> Teacher Assignment	appropriate assignment of fully credentialed teaching.	All Significant Subgroups						Teacher Assignment
<b>Need:</b> To provide opportunities for teachers to meet in PLC's  <b>Metric:</b> Bi-Weekly meetings	<b>Basic Services 2:</b> Maintain an effective employee workforce  Implementation of consistent grade level meetings (PLC's)	All Students  All Significant Subgroups  All Staff	ALL	Yearly	100% compliant according to NCLB	100% compliant according to NCLB	100% compliant according to NCLB	Priority #1 Effective Workforce  Priority # 2 Implementation of State Standards
<b>Need:</b> To provide and maintain Basic Services for students and schools  <b>Metrics:</b> Standards-	<b>Basic Services 3:</b> Provide pupils access to standards-aligned instructional materials	All Students	ALL	Yearly	100% Complaint	100% Complaint	100% Complaint	Basic Services Priority #1 Standards-aligned instructional materials  Priority # 4 Pupil

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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aligned instructional materials								Achievement
<b>Need:</b> To increase the number of students that have access to technology via small devices  <b>Metric:</b> Number of students with devices per school year by grade level	To increase the # of students who have access to 1:1 devices at school, during school hours to ensure that each student has access to rigorous and relevant learning tools, resources and skills.	ALL	ALL	Yearly	100% of Grades 3-5 (Addition of grade 3- Grades 4 and 5 already have them)	100% of students in grades 2-5 (Addition of grade 2)	100% of students in grades 1-5 (Addition of grade 1)	Priority # 4 Student Achievement
<b>Need:</b> To provide and maintain Basic Services for students and school  <b>Metric:</b> Annual school-	<b>Basic Services</b> Maintain school facilities in good repair	All Students	CAL		100% of inspection	100% of inspection	100% of inspection	Basic Services (Priority #1) School in good repair

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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site inspection								

### **Section 3: Actions, Services, and Expenditures**

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

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

### **Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
  - 2) How do these actions/services link to identified goals and performance indicators?
  - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
  - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
  - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
  - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
  - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Gain input from parents completing the school experience survey	<b>Parent Involvement (Priority #3)</b>  Efforts to seek parent input.	<b><u>Services for all students</u></b>  <b><u>Parent Involvement:</u></b> Provide parent training,	School-wide	Yearly	Provide a minimum of 10 parent trainings on the implementation of the CCSS,	Provide a minimum of 10 parent trainings on the implementation of the CCSS,	Provide a minimum of 10 parent trainings on the implementation of the CCSS,

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase Parent Training Participation	Promotion of parental participation.	learning opportunities, and workshops: Support Common Core State Standards, literacy at home, EL Master Plan, requirements and progress, monitoring, and provide parent notification of student ELD placement, progress, and reclassification.			ELD, math, literacy, and SBAC  \$8,000 Funding Source LCFF	n of the CCSS, ELD, math, literacy, and SBAC  \$25,000 Funding Source LCFF	ELD, math, literacy, and SBAC  \$25,000 Funding Source LCFF
Maintain an effective employee workforce  Increase proficiency rates as measured by CCSS/SBAC benchmark Math and ELA assessments  Increase the number of ELLs who reclassify as fully English Proficient  Increase the number of ELLs learning and	<b>Student Achievement (Priority #4)</b>  Performance on standardized test(s).  Implementation of the Common Core State Standards  Share of ELLs becoming English proficient  <b>School Climate (Priority # 6)</b>  Student welfare and engagement programs	<b>Professional Development</b>  Professional development of instructional staff will be conducted reflecting the priorities and topics below, which support the implementation of Common Core State Standards and the state's priorities as identified by the State Board of Education and California Department of Education. Priority topics in the LCAP year and forward include: <ul style="list-style-type: none"><li>Standards focused professional development improving instructional capacity in all content areas.</li></ul>	School-wide	Yearly	Professional development during staff development days  Provide assistance to teachers to support their successful development as educators  Professional Development on Setting Limits (positive discipline program) and Baldrige	Professional development during staff development days  Provide assistance to teachers to support their successful development as educators  Professional Development on Setting Limits (positive discipline program) and Baldrige	Professional development during staff development days  Provide assistance to teachers to support their successful development as educators  Professional Development on Setting Limits (positive discipline program) and Baldrige

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
obtaining English proficiency		<ul style="list-style-type: none"> <li>• Alternatives to suspension</li> <li>• Positive behavior support systems</li> <li>• Student placement of EL and Long Term EL students, integrated ELD.</li> <li>• Long term EL students programs</li> <li>• Common Core State Standards ELA shifts, mathematics, and supplemental programs.</li> <li>• Intervention programs</li> <li>• Effective use of technology in the classroom for teaching and learning</li> <li>• Assessment of student progress</li> <li>• Writing, speaking, and listening standards</li> <li>• Content standards integration</li> <li>• Integration of the arts</li> </ul>			\$30,000  Funding Source LCFF	\$15,000  Funding Source LCFF	\$20,000  Funding Source LCFF

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
		<ul style="list-style-type: none"> <li>Strategies for students with disabilities in Gen. Ed. settings</li> <li>Access to the core strategies for ELL's</li> <li>Instructional coaches</li> <li>Paraprofessional teacher training</li> <li>CPR certification for all staff</li> </ul>					
<p>Increase proficiency rates as measured by CCSS/SBAC benchmark Math and ELA assessments</p> <p>Increase the number of ELLs who reclassify as fully English Proficient</p> <p>Increase the number of ELLs learning and obtaining English</p>	<p><b>Student Achievement (Priority # 4)</b></p> <p>Performance on standardized tests</p> <p>Implementation of the Common Core State Standards</p>	<p><b>Curriculum</b></p> <p>The design and implementation of curriculum is an important component of the alignment of content and instruction to the CCSS, as well as development of multiple channels, pathways, and models assisting students in completing the standards aligned content:</p> <ul style="list-style-type: none"> <li>Supplemental curriculum supporting CCSS</li> <li>Summer School</li> <li>CCSS Curriculum mapping</li> <li>CCSS digital</li> </ul>		Yearly	<p>Create supplemental curriculum supporting CCSS</p> <p>Develop CCSS Curriculum maps</p> <p>Acquire CCSS digital curriculum Curriculum aligned to CCSS, ELD, SBAC, and CST (grade 5</p>	<p>Create supplemental curriculum supporting CCSS</p> <p>Review CCSS Curriculum maps</p> <p>Acquire CCSS digital curriculum Curriculum aligned to CCSS, ELD, SBAC, and</p>	<p>Create supplemental curriculum supporting CCSS</p> <p>Review CCSS Curriculum maps</p> <p>Acquire CCSS digital curriculum Curriculum aligned to CCSS, ELD, SBAC, and CST (grade 5</p>

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
		curriculum <ul style="list-style-type: none"> <li>Curriculum aligned to CCSS, ELD, SBAC, and CST (grade 5 Science)</li> </ul>			Science)  \$10,000  Funding Source LCFF	CST (grade 5)  \$20,000  Funding Source LCFF	\$25,000  Funding Source LCFF
Increase proficiency rates as measured by CCSS/SBAC benchmark Math and ELA assessments  Increase the number of ELLs who reclassify as fully English Proficient  Increase the number of ELLs learning and obtaining English	<b>Student Achievement (Priority # 4)</b>  <b>Performance on standardized tests</b>  <b>Implementation of the CCSS</b>  <b>Share of ELLs that become English Proficient</b>	<b>Instruction</b>  The methods, practices and delivery of instructional content are critical to the engagement and learning of every student. Differentiation, personalizing, and pacing all impact a students' ability to understand and learn. The elements below provide aspects of the critical elements of good instruction while bringing CAL's curriculum and content into alignment with the CCSS. CAL will leverage new models, technology and resources for the greatest impact in learning gains by all of our students. <ul style="list-style-type: none"> <li>Teachers and instructional staff</li> </ul>	School-wide	Yearly	Purchase computers, ipads and related software  \$60,000  Funding Source LCFF	Purchase computers, ipads and related software  \$25,000  Funding Source LCFF	Purchase computers, ipads and related software  \$25,000  Funding Source LCFF

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
		<ul style="list-style-type: none"> <li>• Implementation of shifts in Math and ELA</li> <li>• Cross curricular instruction</li> <li>• Writing instruction</li> <li>• Contracts to support effective CCSS instruction</li> <li>• Digitally-aligned CCSS curriculum</li> <li>• ELD standards phase-in plan</li> <li>• Next Generation Science Standards phase-in plan</li> <li>• Arts integration</li> <li>• Use of technology in the classroom to support effective teaching</li> </ul>					
Support all academic goals	<p>Student Achievement (Priority # 4)</p> <p>Performance on Standardized Tests</p> <p>Implementation of the Common Core State Standards</p>	<p>Assessment</p> <p>Assessments at CAL are an important component of the total program. Data from assessments are used to guide instruction, and are important for reflective teaching practices, and student goal setting and monitoring. The</p>	School-wide	Yearly, Tri-annually	<p>Purchase software for Benchmark&amp; Diagnostic assessment and provide stipend for data analysis meetings \$8000 Funding Source</p>	<p>Provide stipend for data analysis meetings \$8000 Funding Source LCFF</p>	<p>Provide stipend for data analysis meetings \$8000 Funding Source LCFF</p>

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
		<p>assessment programs include benchmarking, formal assessments, and informal assessments.</p> <ul style="list-style-type: none"> <li>• Literacy intervention assessment</li> <li>• ELA and Math placement assessments</li> <li>• K-2 assessments in foundational reading and math</li> <li>• Diagnostic assessments</li> <li>• Progress monitoring assessment tools</li> <li>• ELD assessment tools</li> <li>• Tri-annual interim benchmark assessment aligned to CCSS in ELA and Math</li> </ul>					
Increase Proficiency rate as measured by CCSS/SBAC benchmark assessments	<p>Student Achievement (Priority # 4)</p> <p>Performance on standardized tests</p>	<p><b>Programs and Interventions</b></p> <p>Targeted to the needs of all students and those students with specific needs such as special education, or</p>	School-wide	Yearly, as needed	<p>Anticipated Cost \$5000</p> <p>Funding Source LCFE</p>	<p>Anticipated Cost \$5000</p> <p>Funding Source LCFE</p>	<p>Anticipated Cost \$5000</p> <p>Funding Source</p>

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
<p>in Math and ELA</p> <p>Increase the Number of ELLs who reclassify</p> <p>Increase the number of ELLs learning English</p> <p>Decrease students missing 10 days or more each school year</p>	<p>Implementation of the CCSS</p> <p>Share of ELLs becoming English Proficient</p> <p>Student Achievement (Priority # 4)</p> <p>Student Engagement (Priority # 5)</p> <p>Student Attendance Rates</p>	<p>accessing student health, counseling and related services, using a multi-tiered system of supports. These interventions and programs target student academic, socio-behavioral, mental, and related student needs in order to ensure student success. These programs include special education and student health and human services.</p> <p><b>Academic Interventions:</b>                      ELA, ELD, and Math interventions                      Academic literacy supplemental materials                      Long-term English Learner intervention programs                      Arts integration</p> <p><b>Student Health and Human Services:</b>                      Neglected, delinquent, and at-risk programs                      Vision and Hearing Screenings                      Mental health referrals</p>			<p>Provide tutoring for ELL students</p> <p>Hire a consultant to provide counseling to at risk students</p> <p>Provide specialized tutoring for SPED Students</p>	<p>Provide tutoring for ELL students</p> <p>Hire a consultant to provide counseling to at risk students</p> <p>Provide specialized tutoring for SPED Students</p>	<p>LCFF</p> <p>Provide tutoring for ELL students</p> <p>Hire a consultant to provide counseling to at risk students</p> <p>Provide specialized tutoring for SPED Students</p>

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
<p>Increase the proficiency rate of SWD on the CCSS/SBAC in ELA and Math</p> <p>Increase the number of reclassified ELLs who participate in the special education program</p> <p>Decrease the number of students missing 10</p>	<p>Chronic Absenteeism</p> <p>School Climate (Priority # 6) Student welfare and engagement</p> <p>Student Achievement (Priority # 4)</p> <p>Performance on standardized tests</p> <p>Implementation of the CCSS</p> <p>Share of ELLs that become English Proficient</p> <p>Student Engagement (Priority # 5)</p> <p>Student Attendance</p>	<p>Attendance improvement program Homeless education program</p> <p>Additional support for after School Intervention &amp; Summer School Related services for Special Education students</p>			<p>Anticipated Cost \$15,000</p> <p>Funding Source LCFF</p>	<p>Anticipated Cost \$15,000</p> <p>Funding Source LCFF</p>	<p>Anticipated Cost \$15,000</p> <p>Funding Source LCFF</p>

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
<p>days or more each school year</p> <p>Maintain and effective employee workforce</p>	<p>Rate</p> <p>Chronic Absenteeism</p> <p>School Climate (Priority # 6)</p> <p>Student Welfare and Engagement</p> <p>Basic Services (Priority # 1)</p> <p>Student proficiency</p>	<p><b>Other School Personnel:</b> Implementation and delivery of services for students. The training of employees to carry out dropout prevention programs at CAL. It includes all staff not directly associated with classroom instruction.</p> <p>Staffing: Intervention teachers CCSS Technology Coordinator Support services agency</p>					
<p>Increase proficiency of all students as measured by CCSS/SBAC benchmark in ELA and Math</p> <p>Increase the</p>	<p>Basic Services (Priority # 1)</p> <p>Teacher assignments and miss-assignments</p> <p>Quality instruction</p>	<p><b>Central Office:</b> The basic operations of the school are maintained and controlled through the management, oversight, and provision of basic operating services by the Central Office. Instructional services are primarily reflected in previous section(s).</p>			<p>\$7000</p> <p>Funding Source LCFF</p>	<p>\$2000</p> <p>Funding Source LCFF</p>	<p>\$2000</p> <p>Funding Source LCFF</p>

<b>Goal</b> (Include and identify all goals from Section 2)	<b>Related State and Local Priorities</b> (from Section 2)	<b>Actions and Services</b>	<b>Level of Service</b> (Indicate if school-wide or LEA-wide)	<b>Annual Update : Review of actions/services</b>	<b>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)?</b>		
					<b>LCAP YEAR Year 1: 2014-15</b>	<b>Year 2: 2015-16</b>	<b>Year 3: 2016-17</b>
number of ELLs who reclassify  Increase the number of ELL's learning and attaining English proficiency  Decrease the number of LTEL students  Decrease the number of students missing 10 or more days each school year	Standards-aligned instructional materials  Student Achievement (Priority # 4)  Performance on standardized tests  Implementation of the CCSS  Share of ELL's that become English proficient  Student Engagement (Priority # 5)  School Attendance Rates  Chronic Absenteeism Rates  School Climate (Priority # 6)						

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
	Support of the overall school program						
Supports basic services: See goals for Central Office Above	Supports Basic Services for all students (Priority # 1)	<b>School-wide Supports</b> <ul style="list-style-type: none"> <li>1 Campus Aide</li> </ul>	LEA-wide	Yearly; as needed	Hire a .75 Campus Aide  Anticipated Cost \$15,000  Funding Source LCFF	Hire a .75 Campus Aide  Anticipated Cost \$15,000  Funding Source LCFF	Hire a .75 Campus Aide  Anticipated Cost \$15,000  Funding Source LCFF
		<b>Adjustments:</b> This section added to provide the aggregate increase in expenditures based on Consumer Price Index, salary and benefits increases, one-time requirements, and other known impacts.			N/A		

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Increase proficiency and above rates as measured by the CCSS/SBAC benchmark assessments in ELA and Math</p> <p>Increase the number of ELLs who reclassify</p> <p>Increase the number of ELLs attaining English Proficiency</p>	<p>Student Achievement (Priority # 4)</p> <p>Performance on standardized tests</p> <p>Priority # 2 Implementation of State Standards</p> <p>Share of ELs that become English Proficient</p> <p>Priority # 1 Basic</p>	<p><b>We will increase the percentage of students who are proficient or advanced in ELA and Math by deepening their understanding of the Common Core State Standards</b></p> <p><b>Focus subgroups: ELL and low income students</b></p>	School-wide	<p>Yearly</p> <p>SBAC Benchmark Assessments</p> <p>CELDT Results Redesignation Rates</p>	<p>Provide professional learning opportunities on:</p> <p>The implementation of the common core that is focused on ELL and low-income learners.</p> <p>The integration of Common Core and ELD standards</p> <p>Anticipated Cost: \$5,000</p>	<p>Provide professional learning opportunities on:</p> <p>The implementation of the common core that is focused on ELL and low-income learners.</p> <p>The integration of Common Core and ELD standards</p> <p>Anticipated Cost: \$5,000</p>	<p>Provide professional learning opportunities on:</p> <p>The implementation of the common core that is focused on ELL and low-income learners.</p> <p>The integration of Common Core and ELD standards</p> <p>Anticipated Cost: \$5,000</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Funding Source: LCFF	Funding Source: LCFF	Funding Source: LCFF
<p>Increase proficiency and above rates as measured by the CCSS/SBAC benchmark assessments in ELA and Math</p> <p>Increase the number of ELL's who reclassify</p> <p>Increase the number of ELL's attaining English Proficiency</p>	<p>Student Achievement (Priority # 4)</p> <p>Performance on standardized tests</p> <p>Priority # 2 Implementation of CCSS</p> <p>Share of ELs that become English Proficient</p>	<p>For English learners: Purchase supplemental materials to annually increase the percentage of students who are proficient/advanced in ELA and math through clear understanding of the core content standards.</p> <p>Implementation of the Elementary English Learner Master Plan</p>	School-wide	CELDT SBAC Benchmark Assessments Redesignation Rates	<p>Pilot and implement supplemental materials to support ELL learners' access to the core curriculum</p> <p>Anticipated Cost \$5,000</p> <p>Funding Source LCFF</p>	<p>Pilot and implement supplemental materials to support ELL learners' access to the core curriculum</p> <p>Anticipated Cost \$5,000</p> <p>Funding Source LCFF</p>	<p>Pilot and implement supplemental materials to support ELL learners' access to the core curriculum</p> <p>Anticipated Cost \$5,000</p> <p>Funding Source LCFF</p>
See English Learner	See English Learner	For re-designated fluent English proficient pupils: Actions and services are located in the English Learner section above and services provide a multi-tiered system of	School-wide	Yearly; as needed	See English Learner	See English Learner	See English Learner

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		supports for English learners and struggling readers, inclusive of re-designated fluent English proficient students (RFEPS).					
<p>Increase proficiency rates and above for all students as measured by CCSS/SBAC benchmarks in math and ELA</p> <p>Increase the number of ELL students who reclassify</p> <p>Increase the number of ELL's learning and attaining English proficiency</p> <p>Decrease students missing 10</p>	<p><b>Student achievement (Priority # 4)</b></p> <p>Share of ELs that become English Proficient</p> <p>Performance on standardized tests</p> <p>Implementation of the CCSS</p>	<p><b>Services serving all unduplicated populations above:</b></p> <p>Ensuring the success of students with disabilities: General Fund support for special education services serving all students, inclusive of unduplicated students.</p> <p>Augmentation to special education services addressing overall referral and identification of students.</p> <p>Focus on school climate and student engagement for students with highest need.</p>	School-wide	Yearly; as needed	<p>Training and support to all staff members</p> <p>Providing socio-behavioral, psychiatric, behavior and other supports. Staffing augmentations include PSW, PSA, psychologists, nurses, counselors (list not exhaustive) through consulting agency</p> <p>Anticipated Cost: \$10,000</p>	<p>Training and support to all staff members</p> <p>Providing socio-behavioral, psychiatric, behavior and other supports. Staffing augmentations include PSW, PSA, psychologists, nurses, counselors (list not exhaustive) through consulting agency</p> <p>Anticipated Cost: \$ 10,000</p>	<p>Training and support to all staff members</p> <p>Providing socio-behavioral, psychiatric, behavior and other supports. Staffing augmentations include PSW, PSA, psychologists, nurses, counselors (list not exhaustive) through consulting agency</p> <p>Anticipated Cost: \$ 10,000</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
days or more of school each year					Funding Source: LCFF	Funding Source: LCFF	Funding Source: LCFF
Ensure all students attain proficiency in state standards	<p><b>Priority # 4</b> Student Achievement</p> <p><b>Priority # 7</b> Course Access</p>	<p>Provide opportunities for students to extend learning through intervention programs such as Saturday school to increase access and improve student achievement</p> <p>Focus subgroups: ELL and low income youth</p>	School-wide	Benchmark Assessments Progress Monitoring Assessments SBAC Assessments	<p>Funding to support intervention programs before, during, and after school through stipends for teachers</p> <p>Anticipated Cost: \$10,000</p> <p>Funding Source: LCFF</p> <p>Host Summer School for struggling low income and ELL students in grades K-4 (outgoing grades)</p> <p>Anticipated</p>	<p>Funding to support intervention programs before, during, and after school through stipends for teachers</p> <p>Anticipated Cost: \$10,000</p> <p>Funding Source: LCFF</p> <p>Host Summer School for struggling low income and ELL students in grades K-4 (outgoing grades)</p> <p>Anticipated</p>	<p>Funding to support intervention programs before, during, and after school through stipends for teachers</p> <p>Anticipated Cost: \$10,000</p> <p>Funding Source: LCFF</p> <p>Host Summer School for struggling low income and ELL students in grades K-4 (outgoing grades)</p> <p>Anticipated</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Cost: 15,000	Cost: 15,000	Cost: 15,000
					Funding Source: LCFF	Funding Source: LCFF	Funding Source: LCFF
Improve stakeholder communication and parent trainings on CCSS, SBAC, Literacy, and Math	Priority # 3 Parent Involvement  Priority # 4 Pupil Achievement  Priority # 5 Pupil Engagement	Provide more resources to support parent engagement at school level: increase parental engagement, training and workshops school-wide. This strategy supports all unduplicated populations.	School-wide	Surveys Parent Trainings School Events	Provide site based parent education and outreach programs that target our ELL and low-income youth Increase parent involvement and communication by providing timely notification, translation services, and interpretation services  Anticipated Cost: \$10,000  Funding	Provide site based parent education and outreach programs that target our ELL and low-income youth Increase parent involvement and communication by providing timely notification, translation services, and interpretation services  Anticipated Cost: \$10,000  Funding	Provide site based parent education and outreach programs that target our ELL and low-income youth Increase parent involvement and communication by providing timely notification, translation services, and interpretation services  Anticipated Cost: \$10,000  Funding

<b>Goal</b> (Include and identify all goals from Section 2, if applicable)	<b>Related State and Local Priorities</b> (from Section 2)	<b>Actions and Services</b>	<b>Level of Service</b> (Indicate if school-wide or LEA-wide)	<b>Annual Update: Review of actions/ services</b>	<b>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)?</b>		
					<b>LCAP YEAR</b> Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Source: LCFF	Source: LCFF	Source: LCFF

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 district-wide, school-wide, county-wide, or charter-wide 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 school-wide 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.)

**Based on the minimum proportionality percentage (MPP) calculation, CAL supplemental funding for 2014/2015 is \$218,182.**

The anticipated use of these funds will be in the major areas listed below:

- Professional Development
- Increase Staffing
- Common Core Implementation
- Purchase Common Core materials and supplies
- Extended learning opportunities (summer school and after school intervention)
- Parent Outreach and Participation
- Principal and Teacher “Data Chats”
- Substitute coverage for PLC and data meetings
- Technology integration

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.

- Center for Advanced Learning has estimated the percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year as 8.79%

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.