

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: ACE Empower Academy
LCAP Year: 2015-2016

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions

should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>All key stakeholders at ACE have been involved from the beginning of the process of developing and finalizing the ACE LCAP. The ACE staff tasked with the development of the LCAP held a series of meetings and opportunities for feedback from ACE Board members, staff, students, and families. These included the following:</p> <ol style="list-style-type: none"> 1. Presentation to Executive Committee of ACE Board of Directors – This meeting provided the Executive Committee an opportunity to examine priorities identified by the school’s stakeholders and to guide the process of allocating resources to initiatives aligned with ACE’s efforts to served disengaged, low-performing students. 2. Bilingual Parent Meetings – These meetings included a presentation of school-based data. Families had an opportunity to review ACE performance, to learn about the LCFF and the LCAP process, and to make specific recommendations for further development of the ACE program to better serve high-need students. 3. Meetings with Students - At these meetings, students were encouraged to surface particular challenges at their school, and to come up with programs and possible investments that would address those challenges. 4. Meetings with Staff - Central office staff, teachers, and administrators all had the opportunity to identify challenges at the individual school site, to come up with potential solutions to those challenges, and to examine priorities for upcoming years. 	<p>Stakeholder feedback was critical in shaping both the near- and long-term priorities identified in this LCAP</p>

Annual Update: All key stakeholders at ACE have been involved from the beginning of the process of developing the Annual Update. The ACE staff tasked with drafting the Annual Update held a series of meetings and opportunities for feedback from staff, students, and families. These included the following:

1. Bilingual Parent Meetings – These meetings included a presentation of school-based data. Families had an opportunity to review ACE performance, to learn about the LCFF and the LCAP process, and to provide their perspective on the school’s progress in meeting goals identified in the 2014-15 LCAP.
2. Meetings with Students - At these meetings, students were asked to give their opinion on how the school fared in meeting the goals outlined in the 2014-15 LCAP.
3. Meetings with Staff - Central office staff, teachers, and administrators all had the opportunity to share their opinions about the school’s progress in meeting the goals of the 2014-15 LCAP.

Annual Update: The Annual Update was based largely on stakeholder feedback. Data provided by the school site and central office was also used in the Annual Update.

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

Instructions:

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

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL:	Goal 1: Ensure that all students have access to equitable conditions of learning through the following initiatives: 1A: Students are taught by teachers with appropriate credentials	Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	100% of teachers are not highly qualified		
Goal Applies to:	Schools: ALL		
	Applicable Pupil Subgroups: ALL		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Increase percentage of highly qualified teachers to 100%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to ensure all teachers, especially new teachers, are supported in completing their credentialing process and becoming highly qualified	ALL	X ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	AP of Curriculum and Instruction Funding Source: \$4,750, Other State Revenue BTSA Coach Funding Source: \$20,000, LCFF

<p>On February 1, 2015, the average pay band for credentialed teachers increased by 10%. In addition, teachers were given two additional PTO days and two additional days of sick leave. To continue to recruit and retain high quality teachers, the school will maintain this salary band.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Credentialed Teacher Salary Increases Funding Source: \$145,700, LCFF</p>
<p>Engage a recruitment team specifically to hire credentialed teachers that will ensure the credentialing process is complete prior to hiring</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Staff Recruitment Team Funding Source: \$20,000, Other State Revenue</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain the percentage of highly qualified teachers at 100%</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue to ensure all teachers, especially new teachers, are supported in completing their credentialing process and becoming highly qualified</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>AP of Curriculum and Instruction Funding Source: \$4,750,</p>

			Other State Revenue BTSA Coach Funding Source: \$20,000, LCFF
On February 1, 2015, the average pay band for credentialed teachers increased by 10%. In addition, teachers were given two additional PTO days and two additional days of sick leave. To continue to recruit and retain high quality teachers, the school will maintain this salary band.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Credentialed Teacher Salary Increases Funding Source: \$145,700, LCFF
Engage a recruitment team specifically to hire credentialed teachers that will ensure the credentialing process is complete prior to hiring	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Staff Recruitment Team Funding Source: \$20,000, Other State Revenue

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Maintain the percentage of highly qualified teachers at 100%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Continue to ensure all teachers, especially new teachers, are supported in completing their credentialing process and becoming highly qualified</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>AP of Curriculum and Instruction</p> <p>Funding Source: \$4,750, Other State Revenue</p> <p>BTSA Coach</p> <p>Funding Source: \$20,000, LCFF</p>
<p>On February 1, 2015, the average pay band for credentialed teachers increased by 10%. In addition, teachers were given two additional PTO days and two additional days of sick leave. To continue to recruit and retain high quality teachers, the school will maintain this salary band.</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Credentialed Teacher Salary Increases</p> <p>Funding Source: \$145,700, LCFF</p>

<p>Engage a recruitment team specifically to hire credentialed teachers that will ensure the credentialing process is complete prior to hiring</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Staff Recruitment Team Funding Source: \$20,000, Other State Revenue</p>
<p>GOAL:</p>	<p>Goal 1: Ensure that all students have access to equitable conditions of learning through the following initiatives: 1B: Provide Common Core State Standards (CCSS)-aligned materials and assessments to all teaching staff</p>		<p>Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>Facilitate strong transition to Common Core-based academic program</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>ALL</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>ALL</p>	
<p>LCAP Year 1: 2015-16</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>100% of teachers have access to CCSS-aligned materials</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Throughout the year, the school leader will communicate the school's multiyear plan for math to all staff</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>0</p>

Align the school's pacing guide with the pacing guide of Engage New York (math)	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Achievement Network Contract; Math Consultant Funding Source: \$35,000 for Achievement Network Contract; \$5,000 for Math Consultant, LCFF
Continue implementation of The Write Tools	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Write Tools Consultants Funding Source: \$20,000, LCFF

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	100% of teachers have access to CCSS-aligned materials		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Throughout the year, the school leader will communicate the school’s multiyear plan for math to all staff</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>Align the school’s pacing guide with the pacing guide of Engage New York (math)</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Achievement Network Contract; Math Consultant Funding Source: \$35,000 for Achievement Network Contract; \$5,000 for Math Consultant, LCFF</p>
<p>Continue implementation of The Write Tools</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Write Tools Consultants Funding Source: \$20,000, LCFF</p>

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	100% of teachers have access to CCSS-aligned materials		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Throughout the year, the school leader will communicate the school’s multiyear plan for math to all staff	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Align the school’s pacing guide with the pacing guide of Engage New York (math)	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Achievement Network Contract; Math Consultant Funding Source: \$35,000 for

			Achievement Network Contract; \$5,000 for Math Consultant, LCFF
Continue implementation of The Write Tools	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Write Tools Consultants Funding Source: \$20,000, LCFF
GOAL:	Goal 1: Ensure that all students have access to equitable conditions of learning through the following initiatives: 1C: School leaders, teachers and other key staff have access to professional development to ensure successful implementation of CCSS-based curricula		Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	Comprehensive professional development program for academic staff around implementation of CCSS-based academic program		
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	100% of teachers have access to CCSS-aligned professional development		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Provide teachers with collaboration/planning time to create CCSS-aligned Math pacing guides that are consistent across grades 5-8</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Summer Professional Development Days Funding Source: \$10,000, Other State Revenue</p>
<p>Provide teachers with collaboration/planning time to create a pacing guide for writing strategies, based on the CCSS-aligned The Write Tools curriculum, that they may use at different points throughout the year</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Summer Professional Development Days Funding Source: \$20,000, Other State Revenue</p>
<p>Provide external coaches for all school leaders to support implementation of CCSS-based curricula</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>External Coaches Funding Source: \$16,000, LCFF</p>
<p>Provide teachers with professional development re strategies for addressing needs of ELLs</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils <u>X</u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Write Tools Consultants Funding Source: \$20,000,</p>

			LCFF
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	100% of teachers have access to CCSS-aligned professional development		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide teachers with collaboration/planning time to create CCSS-aligned Math pacing guides that are consistent across grades 5-8	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Summer Professional Development Days Funding Source: \$10,000, Other State Revenue
Provide teachers with collaboration/planning time to create a pacing guide for writing strategies, based on the CCSS-aligned The Write Tools curriculum, that they may use at different points throughout the year.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Summer Professional Development Days Funding Source: \$20,000, Other State Revenue

<p>Provide external coaches for all school leaders to support implementation of CCSS-based curricula</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>External Coaches: Funding Source: \$16,000, LCFF</p>
<p>Provide teachers with professional development re strategies for addressing needs of ELLs</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Write Tools Consultants Funding Source: \$20,000, LCFF</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of teachers have access to CCSS-aligned professional development</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Provide teachers with collaboration/planning time to create CCSS-aligned Math pacing guides that are consistent across grades 5-8</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Summer Professional Development Days Funding Source: \$10,000, Other State</p>

			Revenue
Provide teachers with collaboration/planning time to create a pacing guide for writing strategies, based on the CCSS-aligned The Write Tools curriculum, that they may use at different points throughout the year.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Summer Professional Development Days Funding Source: \$20,000, Other State Revenue
Provide external coaches for all school leaders to support implementation of CCSS-based curricula	ALL	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	External Coaches Funding Source: \$16,000, LCFF

Provide teachers with professional development re strategies for addressing needs of ELLs	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Write Tools Consultants Funding Source: \$20,000, LCFF
GOAL:	Goal 1: Ensure that all students have access to equitable conditions of learning through the following initiatives: 1D: School will collaborate with District to ensure high quality facilities		Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	Well-maintained and well-equipped learning environment and welcoming space for families		
Goal Applies to:	Schools:	ALL	
Goal Applies to:	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Site is fully equipped and offers students a clean, welcoming campus		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The school leader will inform parents at orientation of all resources site has to offer	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0

Secure quality furnishings and equipment to support learning environment	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Furnishings and Equipment Funding Source: \$20,000, Other State Revenue
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Site is fully equipped and offers students a clean, welcoming campus		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The school leader will inform parents at orientation of all resources site has to offer	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Secure quality furnishings and equipment to support learning environment	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Furnishings and Equipment Funding Source: \$20,000, Other State Revenue

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Site is fully equipped and offers students a clean, welcoming campus		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The school leader will inform parents at orientation of all resources site has to offer	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Secure quality furnishings and equipment to support learning environment	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Furnishings and Equipment Funding Source: \$20,000, Other State Revenue

GOAL:	Goal 2: Ensure that all students have access to an academic and co-curricular program that supports them in the timely mastery of Common Core State Standards and helps them succeed on all state assessments as well as school level standards	Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__
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based on benchmark and other assessments

2A: School will successfully transition to CCSS-aligned curricula and teaching/assessment practice, along with development of habits of work and mind necessary for students to succeed in CCSS standards-based course work

Local: Specify _____

Identified Need:	CCSS-aligned curricula, assessments and teaching best practices to drive student mastery of CCSS		
Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	ALL	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	100% of classrooms will have CCSS-aligned curricula, assessments and instruction
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide time, coaching for school leaders to design teacher and staff professional development to support development of CCSS-based curricula	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	School Leader Coach Funding Source: \$16,000, LCFF
Engage consultant to work with teachers either as a whole staff or during one on ones to give more individualized instruction to teachers regarding the needs of English Language Learners	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Achievement Network Contract; Write Tools Funding Source:

			\$35,000 for Achievement Network Contract; \$20,000 for Write Tools, LCFF
Provide teachers with a prep period everyday to support implementation of CCSS-aligned curricula, assessments, and instruction. Prior to 2015-16, teachers did not have a prep period.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Teacher Salaries Funding Source: \$144,960, LCFF
Develop a master schedule that allows teachers from the same subject area to have the same prep period in order to facilitate collaboration time and support implementation of CCSS-aligned curriculum, assessments, and instruction	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0
On-going weekly department meetings and grade level meetings to support implementation of CCSS-aligned curriculum, assessments, and instruction	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Source: \$43,000, Other State Revenue
CCSS-focused summer professional development for all teaching staff	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Source: \$103,000, LCFF

<p>On-going professional development for teachers and school leaders in the use of CCSS-based external assessments to track student progress toward mastery of CCSS</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Achievement Network Contract Funding Source: \$35,000, LCFF</p>
<p>On-going professional development for teachers and school leaders in the development of CCSS-based course- and grade level-specific assessments</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Achievement Network Contract Funding Source: \$35,000, LCFF</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of classrooms will have CCSS-aligned curricula, assessments and instruction</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Provide time, coaching for school leaders to design teacher and staff professional development to support development of CCSS-based curricula</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>School Leader Coach Funding Source: \$16,000, LCFF</p>

<p>Engage consultant to work with teachers either as a whole staff or during one on ones to give more individualized instruction to teachers regarding the needs of English Language Learners</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Achievement Network Contract; Write Tools</p> <p>Funding Source: \$35,000 for Achievement Network Contract; \$20,000 for Write Tools, LCFF</p>
<p>Provide teachers with a prep period everyday to support implementation of CCSS-aligned curricula, assessments, and instruction. Prior to 2015-16, teachers did not have a prep period.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Teacher Salaries</p> <p>Funding Source: \$144,960, LCFF</p>
<p>Develop a master schedule that allows teachers from the same subject area to have the same prep period in order to facilitate collaboration time and support implementation of CCSS-aligned curriculum, assessments, and instruction</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>

<p>On-going weekly department meetings and grade levels to support implementation of CCSS-aligned curriculum, assessments, and instruction</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Source: \$43,000, Other State Revenue</p>
<p>CCSS-focused summer professional development for all teaching staff</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Source: \$103,000, LCFF</p>
<p>On-going professional development for teachers and school leaders in the use of CCSS-based external assessments to track student progress toward mastery of CCSS</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Achievement Network Contract Funding Source: \$35,000, LCFF</p>

<p>On-going professional development for teachers and school leaders in the development of CCSS-based course- and grade level-specific assessments</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Achievement Network Contract Funding Source: \$35,000, LCFF</p>
<p>LCAP Year 3: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>100% of classrooms will have CCSS-aligned curricula, assessments and instruction</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Provide time, coaching for school leaders to design teacher and staff professional development to support development of CCSS-based curricula</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>School leader coach Funding Source: \$16,000, LCFF</p>
<p>Engage consultant to work with teachers either as a whole staff or during one on ones to give more individualized instruction to teachers regarding the needs of English Language Learners</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Achievement Network Contract; Write Tools Funding Source: \$35,000 for Achievement</p>

			Network Contract; \$20,000 for Write Tools, LCFF
Provide teachers with a prep period everyday to support implementation of CCSS-aligned curricula, assessments, and instruction. Prior to 2015-16, teachers did not have a prep period.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Teacher Salaries Funding Source: \$144,960, LCFF
Develop a master schedule that allows teachers from the same subject area to have the same prep period in order to facilitate collaboration time and support implementation of CCSS-aligned curriculum, assessments, and instruction	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
On-going weekly department meetings and grade levels to support implementation of CCSS-aligned curriculum, assessments, and instruction	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$43,000, Other State Revenue

<p>CCSS-focused summer professional development for all teaching staff</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Funding Source: \$103,000, LCFF</p>
<p>On-going professional development for teachers and school leaders in the use of CCSS-based external assessments to track student progress toward mastery of CCSS</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Achievement Network Contract Funding Source: \$35,000, LCFF</p>
<p>On-going professional development for teachers and school leaders in the development of CCSS-based course- and grade level-specific assessments</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Achievement Network Contract Funding Source: \$35,000, LCFF</p>
<p>GOAL:</p>	<p>Goal 2: Ensure that all students have access to an academic and co-curricular program that supports them in the timely mastery of Common Core State Standards and helps them succeed on all state assessments as well as school level standards based on benchmark and other assessments</p> <p>2B: School will bring students who have fallen below grade level in Reading and Math up to grade level in a timely fashion to ensure student success on grade-level standards-based assessments</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__</p> <p>Local: Specify _____</p>

Identified Need:	While there is growth from the Fall to Winter NWEA administrations, students remain below grade level in Reading and Math		
Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Student grade-level proficiency rates in English and Math will rise by 10% over previous year baseline.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The after school program will have an academic component to support student learning	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$50,000, ASES Grant
The school day will include additional time for students to receive academic support from their teachers,	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Students will be provided with more instruction – two blocks of ELA and 2 blocks of Math	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Continue implementation of Personal Learning Plan so students, families, and teachers can track student growth	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0

<p>Continue to collaborate with external experts, consultants to provide school leaders with support in his/her efforts to meet school-wide targets and effectively support staff in implementation of CCSS-based curricula</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>School Leader Coach; Write Tools; Achievement Network Contract</p> <p>Funding Source: \$16,000 for coach; \$20,000 for Write Tools; \$35,000 for Achievement Network, LCFF</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Student grade-level proficiency rates in English and Math will rise by 10% over previous year baseline.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The after school program will have an academic component to support student learning</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Funding Source: \$50,000, ASES Grant</p>

<p>The school day will include additional time for students to receive academic support from their teachers, with two focus classes.</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>Students will be provided with more instruction – two blocks of ELA and 2 blocks of Math</p>	<p>ALL</p>	<p>__ ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>Continue implementation of Personal Learning Plan so students, families, and teachers can track student growth</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>0</p>

<p>Continue to collaborate with external experts, consultants to provide school leaders with support in his/her efforts to meet school-wide targets and effectively support staff in implementation of CCSS-based curricula</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>School Leader Coach; Write Tools; Achievement Network Contract</p> <p>Funding Source: \$16,000 for coach; \$20,000 for Write Tools; \$35,000 for Achievement Network Contract, LCFF</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Student grade-level proficiency rates in English and Math will rise by 10% over previous year baseline.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The after school program will have an academic component to support student learning</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Funding Source: \$50,000, ASES Grant</p>

<p>The school day will include additional time for students to receive academic support from their teachers, with two focus classes.</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>Students will be provided with more instruction – two blocks of ELA and 2 blocks of Math</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>Continue implementation of Personal Learning Plan so students, families, and teachers can track student growth</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>Continue to collaborate with external experts, consultants to provide school leaders with support in his/her efforts to meet school-wide targets and effectively support staff in implementation of CCSS-based curricula</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>School Leader Coach; Write Tools; Achievement Network Contract Funding</p>

			Source: \$16,000 for coach; \$20,000 for Write Tools; \$35,000 for Achievement Network Contract, LCFF
GOAL:	Goal 2: Ensure that all students have access to an academic and co-curricular program that supports them in the timely mastery of Common Core State Standards and helps them succeed on all state assessments as well as school level standards based on benchmark and other assessments 2C: Students will meet internal ACE proficiency targets on schoolwide writing assessment	Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	Improve writing proficiency rates over baseline		
Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Student writing proficiency rates will increase by 10% from beginning of year baseline to end of year assessment.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue implementation of The Write Tools curriculum, a CCSS-aligned writing curriculum, complete with professional development modules and exemplars	ALL	X ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	Write Tools Funding Source: \$20,000, LCFF

Ongoing professional development for teachers in implementation of The Write Tools and assessment of student work	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Write Tools Consultant Funding Source: \$20,000, LCFF
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Student writing proficiency rates will increase will increase by 10% from beginning of year baseline to end of year assessment.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue implementation of The Write Tools curriculum, a CCSS-aligned writing curriculum, complete with professional development modules and exemplars	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Write Tools Funding Source: \$20,000, LCFF
Ongoing professional development for teachers in implementation of The Write Tools and assessment of student work	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Write Tools Consultant Funding Source: \$20,000, LCFF

LCAP Year 3: 2017-18

Expected Annual	
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Measurable Outcomes:	Student writing proficiency rates will increase will increase by 10% from beginning of year baseline to end of year assessment.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue implementation of The Write Tools curriculum, a CCSS-aligned writing curriculum, complete with professional development modules and exemplars	ALL	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	Write Tools Funding Source: \$20,000, LCFF
Ongoing professional development for teachers in implementation of The Write Tools and assessment of student work	ALL	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	Write Tools Consultant Funding Source: \$20,000, LCFF
GOAL:	Goal 2: Ensure that all students have access to an academic and co-curricular program that supports them in the timely mastery of Common Core State Standards and helps them succeed on all state assessments as well as school-level standards-based benchmark and other assessments 2D: Students will meet proficiency targets on all state tests as well as school-based benchmark and other assessments		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	While there is growth from the Fall to Winter NWEA administrations, students remain below grade level in Reading and Math		

Goal Applies to:		Schools: ALL		
		Applicable Pupil Subgroups: ALL		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Establish student proficiency rates			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Establish proficiency baseline once state releases proficiency rates	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		0
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Student grade-level proficiency rates will rise 10% over previous baseline year			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Continue to provide professional development for teachers and school leaders in the development of CCSS-based curriculum	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Funding Source: \$104,000, Other State Revenue

<p>Continue to provide professional development to ensure that teachers can make data-driven decisions in development, refinement of curricula and student remediation</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Funding Source: \$105,000, Other State Revenue</p>
<p>Continue to provide professional development to ensure that teachers can use CCSS-based mastery data from on-line learning platforms and assessments to drive decision-making around curriculum development, remediation, etc.</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Funding Source: \$105,000, Other State Revenue</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Student grade-level proficiency rates will rise by 10% over previous year baseline</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue to provide professional development for teachers and school leaders in the development of CCSS-based curriculum</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Funding Source: \$104,000, Other State Revenue</p>

Continue to provide professional development to ensure that teachers can make data-driven decisions in development, refinement of curricula and student remediation	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$105,000, Other State Revenue
Continue to provide professional development to ensure that teachers can use CCSS-based mastery data from on-line learning platforms and assessments to drive decision-making around curriculum development, remediation, etc.	ALL	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$105,000, Other State Revenue

GOAL:	Goal 3: Develop and sustain a school program that provides rich opportunities for all stakeholders, especially students and their families, to engage with the school, and take part in the on-going improvement and enrichment of the school culture and academic program. 3A. Increase parent involvement in decision-making at board and school level	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
	Identified Need:	Parent engagement of families is inconsistent.
Goal Applies to:	Schools: ALL ----- Applicable Pupil Subgroups: ALL	
LCAP Year 1: 2015-16		
Expected Annual	Ensure parent representation on the ACE Board of Directors, on hiring committees for school leaders/teachers,	

Measurable Outcomes:	on school culture audit committees, student recruitment committee, etc.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School leaders will recruit a pool 2-3 potential parent candidates to serve on the ACE Board of Directors.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	New Position: Community Engagement Manager Funding Source: \$10,000, LCFF
School leaders will recruit a diverse pool of parent candidates to serve on hiring committees for school leaders/teachers, on school culture audit committees, student recruitment committee, etc.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	New Position: Community Engagement Manager Funding Source: \$10,000, LCFF
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Ensure parent representation on the ACE Board of Directors, on hiring committees for school leaders/teachers, on school culture audit committees, student recruitment committee, etc.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>School leaders will recruit a pool 2-3 potential parent candidates to serve on the ACE Board of Directors.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>New Position: Community Engagement Manager</p> <p>Funding Source: \$10,000, LCFF</p>
<p>School leaders will recruit a diverse pool of parent candidates to serve on hiring committees for school leaders/teachers, on school culture audit committees, student recruitment committee, etc.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>New Position: Community Engagement Manager</p> <p>Funding Source: \$10,000, LCFF</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Ensure parent representation on the ACE Board of Directors, on hiring committees for school leaders/teachers, on school culture audit committees, student recruitment committee, etc.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>School leaders will recruit a pool 2-3 potential parent candidates to serve on the ACE Board of Directors.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>New Position: Community Engagement Manager</p> <p>Funding Source: \$10,000, LCFF</p>
<p>School leaders will recruit a diverse pool of parent candidates to serve on hiring committees for school leaders/teachers, on school culture audit committees, student recruitment committee, etc.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>New Position: Community Engagement Manager</p> <p>Funding Source: \$10,000, LCFF</p>
<p>GOAL:</p>	<p>Goal 3: Develop and sustain a school program that provides rich opportunities for all stakeholders, especially students and their families, to engage with the school, and take part in the on-going improvement and enrichment of the school culture and academic program.</p> <p>3B: Further strengthen parent committees</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__</p> <p>Local: Specify _____</p>
<p>Identified Need:</p>	<p>Limited number of parents participating in site-based committees and leadership groups</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>ALL ----- Applicable Pupil Subgroups: ALL</p>	
<p>LCAP Year 1: 2015-16</p>			
<p>Expected Annual</p>	<p>Grow membership on parent committees.</p>		

Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Strengthen site-based parent committees by providing more coaching, training for parent leaders	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Include parent leaders in further development, refinement of school “culture calendar,” to ensure leadership role for parent committees in community-wide events, schoolwide meetings, etc.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Grow membership on parent committees.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Strengthen site-based parent committees by providing more coaching, training for parent leaders	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0

Include parent leaders in further development, refinement of school “culture calendar,” to ensure leadership role for parent committees in community-wide events, schoolwide meetings, etc.	ALL	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	0
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Grow membership on parent committees.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Strengthen site-based parent committees by providing more coaching, training for parent leaders	ALL	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	0
Include parent leaders in further development, refinement of school “culture calendar,” to ensure leadership role for parent committees in community-wide events, schoolwide meetings, etc.	ALL	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	0

GOAL:	Goal 3: Develop and sustain a school program that provides rich opportunities for all stakeholders, especially students and their families, to engage with the school, and	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 <u>X</u> 7__ 8__
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take part in the on-going improvement and enrichment of the school culture and academic program.

COE only: 9__ 10__

3C: Improve school culture by increased time in class (reduced suspensions, referrals)

Local: Specify _____

Identified Need:	Reduce missed class time due to referrals and suspensions		
Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	ALL	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Reduce suspensions by 5% over previous year baseline.		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Revisit behavior system and modify based on student needs	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Market counseling services offered at school	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Continue professional development for all staff around implementation of Student Engagement System	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$17,000, LCFF

Continue audits of the school's student engagement system.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Involve parents in audits of student engagement system.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Inform families regarding changes to Student Engagement System and/or changes to implementation of Student Engagement System	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify)_____	0

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Reduce referrals and suspensions by 5% over previous year baseline.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Revisit behavior system and modify based on student needs	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify)_____	0

<p>Market counseling services offered at school</p>	<p>ALL</p>	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups (Specify) _____</p>	<p>0</p>
<p>Continue professional development for all staff around implementation of Student Engagement System</p>	<p>ALL</p>	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____</p>	<p>Funding Source: \$17,000, LCFF</p>
<p>Continue audits of the school's student engagement system.</p>	<p>ALL</p>	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____</p>	<p>0</p>

Involve parents in audits of student engagement system.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Inform families regarding changes to Student Engagement System and/or changes to implementation of Student Engagement System	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Reduce referrals and suspensions by 5% over previous year baseline		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Revisit behavior system and modify based on student needs</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>Market counseling services offered at school</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>Continue professional development for all staff around implementation of Student Engagement System</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Source: \$17,000, LCFF</p>
<p>Continue audits of the school's student engagement system.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>

Involve parents in audits of student engagement system.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Inform families regarding changes to Student Engagement System and/or changes to implementation of Student Engagement System	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0

GOAL:	Goal 3: Develop and sustain a school program that provides rich opportunities for all stakeholders, especially students and their families, to engage with the school, and take part in the on-going improvement and enrichment of the school culture and academic program. 3D: Refine, improve Advisory Program to support students in meeting academic goals	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Identified Need:	While there is growth from the Fall to Winter NWEA administrations, students remain below grade level in Reading and Math		
Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	ALL	

LCAP Year 1: 2015-16	
Expected Annual Measurable Outcomes:	Student grade-level proficiency rates will rise by 10% over previous year baseline

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide all staff with professional development that revisits the purpose of the Advisory Program	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Ensure implementation of WAR (weekly academic reflection) document during Advisory	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Develop a protocol for measuring the effectiveness of the Advisory Program and align protocol with culture audit protocol	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Provide new teachers with professional development around implementation of Personal Learning Plans	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Student grade-level proficiency rates will rise by 10% over previous year baseline		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Provide all staff with professional development that revisits the purpose of the Advisory Program</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>Ensure implementation of WAR (weekly academic reflection) document during Advisory</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>Develop a protocol for measuring the effectiveness of the Advisory Program and align protocol with culture audit protocol</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>

<p>Provide new teachers with professional development around implementation of Personal Learning Plans</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>LCAP Year 3: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Student grade-level proficiency rates will rise by 10% over previous year baseline</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Provide all staff with professional development that revisits the purpose of the Advisory Program</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>Ensure implementation of WAR (weekly academic reflection) document during Advisory</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>0</p>

Develop a protocol for measuring the effectiveness of the Advisory Program and align protocol with culture audit protocol	ALL	<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	0
Provide new teachers with professional development around implementation of Personal Learning Plans	ALL	<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	0
GOAL:	Goal 3: Develop and sustain a school program that provides rich opportunities for all stakeholders, especially students and their families, to engage with the school, and take part in the on-going improvement and enrichment of the school culture and academic program. 3E: Increase in co-curricular activities		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__X COE only: 9__ 10__ Local: Specify _____
Identified Need:	Students, families, staff indicate a desire for more co-curriculars		
Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Establish baseline for students participating in co-curricular activities		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Begin to collect data regarding the number of students participating in co-curricular activities	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Continue to develop, expand co-curricular activities for all students	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Improve and Increase Co-Curricular Offerings Funding Source: \$50,000, LCFF
Increase opportunities for teachers, other staff to lead co-curricular activities	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increase number of students participating in co-curricular activities by 10% over previous year baseline		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Continue to develop, expand co-curricular activities for all students	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Improve and Increase Co-Curricular Offerings Funding Source: \$50,000, LCFF
Increase opportunities for teachers, other staff to lead co-curricular activities	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Increase number of students participating in co-curricular activities by 10% over previous year baseline		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to develop, expand co-curricular activities for all students	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Improve and Increase Co-Curricular Offerings Funding Source: \$50,000, LCFF

Increase opportunities for teachers, other staff to lead co-curricular activities		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
GOAL:	Goal 4: Ensure that the particular goals and targets of the school which help the school achieve its mission by successfully serving students and families who have not found success in traditional comprehensive schools. 4A: Reach a score of "Proficient" on the ACE schoolwide Culture Rubric		Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4 __ 5__ 6__ 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local: Specify _____
Identified Need:	School fails to score proficient on schoolwide audit		
Goal Applies to:	Schools:	ALL	
Goal Applies to:	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	School scores proficient on year-end culture audit		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development for all staff on elements of rubric, as well as key techniques and teaching strategies to enhance schoolwide, individual student performance in meeting school culture standards	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$17,000, Other State Revenue

Development of “look and feel” elements of campus that reflect priorities of school culture rubric and track schoolwide performance on quarterly audits	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$10,000, Other State Revenue
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	School scores proficient on year-end culture audit
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development for all staff on elements of rubric, as well as key techniques and teaching strategies to enhance schoolwide, individual student performance in meeting school culture standards	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$17,000, Other State Revenue
Development of “look and feel” elements of campus that reflect priorities of school culture rubric and track schoolwide performance on quarterly audits	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$10,000, Other State Revenue

LCAP Year 3: 2017-18

Expected Annual Measurable	School scores proficient on year-end culture audit
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Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development for all staff on elements of rubric, as well as key techniques and teaching strategies to enhance schoolwide, individual student performance in meeting school culture standards	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$17,000, Other State Revenue
Development of “look and feel” elements of campus that reflect priorities of school culture rubric and track schoolwide performance on quarterly audits	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$10,000, Other State Revenue
GOAL:	Goal 4: Ensure that the particular goals and targets of the school which help the school achieve its mission by successfully serving students and families who have not found success in traditional comprehensive schools. 4B: All students have active Personal Learning Plans to ensure that they are growing toward college and career readiness		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local: Specify _____
Identified Need:	All students do not have active Personal Learning Plans		
Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2015-16			
Expected Annual Measurable	100% of students have active, complete Personal Learning Plans		

Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide new teachers with professional development around implementation of Personal Learning Plans so that students, families, and teachers can track student growth	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$8,000, Other State Revenue
Provide all staff with professional development that revisits the purpose of the Advisory Program		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Develop a protocol for measuring the effectiveness of the Advisory Program that aligns with the school culture audit		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Network Learning Manager Funding Source: \$5,000, Other State Revenue
Professional development for teachers around teaching, curriculum development strategies to enhance student habits of mind and work that promote college, career readiness		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$105,000, LCFF
LCAP Year 2: 2016-17			
Expected Annual Measurable	100% of students have active, complete Personal Learning Plans		

Outcomes:				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide teachers with professional development around implementation of Personal Learning Plans so that students, families, and teachers can track student growth		ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$8,000, Other State Revenue
Provide all staff with professional development that revisits the purpose of the Advisory Program		ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Develop a protocol for measuring the effectiveness of the Advisory Program that aligns with the school culture audit		ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Network Learning Manager Funding Source: \$5,000, Other State Revenue

Professional development for teachers around teaching, curriculum development strategies to enhance student habits of mind and work that promote college, career readiness	ALL	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Funding Source: \$105,000, LCFF
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	100% of students have active, complete Personal Learning Plans		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide teachers with professional development around implementation of Personal Learning Plans so that students, families, and teachers can track student growth	ALL	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Funding Source: \$8,000, Other State Revenue
Provide all staff with professional development that revisits the purpose of the Advisory Program.	ALL	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	0

<p>Develop a protocol for measuring the effectiveness of the Advisory Program that aligns with the school culture audit</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Network Learning Manager Funding Source: \$5,000, Other State Revenue</p>
<p>Professional development for teachers around teaching, curriculum development strategies to enhance student habits of mind and work that promote college, career readiness</p>	<p>ALL</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Funding Source: \$105,000, LCFF</p>
<p>GOAL:</p>	<p>Goal 4: Ensure that the particular goals and targets of the school which help the school achieve its mission by successfully serving students and families who have not found success in traditional comprehensive schools. 4C. All interested parents participate in parent leadership training</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3<u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>There is a need for more consistent parent engagement</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>ALL ----- Applicable Pupil Subgroups: ALL</p>	
<p>LCAP Year 1: 2015-16</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>All interested parents/families at school participate in leadership training</p>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide on-going parent leadership seminars for existing, new leader during school year	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$3,000, Other State Revenue
Professional development for school leaders, staff around encouraging, supporting parents in leadership development	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$9,000, Other State Revenue

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	All interested parents/families at school participate in leadership training
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide on-going parent leadership seminars for existing, new leader during school year	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$3,000, Other State Revenue

Professional development for school leaders, staff around encouraging, supporting parents in leadership development	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$9,000, Other State Revenue
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	All interested parents/families at school participate in leadership training
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide on-going parent leadership seminars for existing, new leader during school year	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$3,000, Other State Revenue
Professional development for school leaders, staff around encouraging, supporting parents in leadership development	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$9,000, Other State Revenue

GOAL:	Goal 4: Ensure that the particular goals and targets of the school that help the school	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u>
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achieve its mission by successfully serving students and families who have not found success in traditional comprehensive schools.

COE only: 9__ 10__

4D: Development of measurement system for “non-cognitive skills” (e.g., college/ career readiness)

Local: Specify _____

Identified Need: Significant number of students do not exhibit habits of work or habits of mind to be academically successful

Goal Applies to: Schools: ALL

Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

100% of students participate in curricula explicitly designed to improve non-cognitive skills

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide all staff with professional development that revisits the purpose of the Advisory Program.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Provide new teachers with professional development around implementation of Personal Learning Plans.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0

Inclusion of non-cognitive skills development and goals in revised Personal Learning Plan	ALL	<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	0
Develop a protocol for measuring the effectiveness of the Advisory Program that is aligned with the school culture audit	ALL	<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	0

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	100% of students participate in curricula explicitly designed to improve non-cognitive skills		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide all staff with professional development that revisits the purpose of the Advisory Program.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	0

<p>Provide teachers with professional development around implementation of Personal Learning Plans.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>Inclusion of non-cognitive skills development and goals in revised Personal Learning Plan</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>Develop a protocol for measuring the effectiveness of the Advisory Program that aligns with school culture audit</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of students participate in curricula explicitly designed to improve non-cognitive skills</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Provide all staff with professional development that revisits the purpose of the Advisory Program</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>Provide new teachers with professional development around implementation of Personal Learning Plans</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>Inclusion of non-cognitive skills development and goals in revised Personal Learning Plan</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>
<p>Develop a protocol for measuring the effectiveness of the Advisory Program that aligns with school culture audit.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0</p>

<p>GOAL:</p>	<p>Goal 4: Ensure that the particular goals and targets of the school which help the</p>	<p>Related State and/or Local Priorities:</p>
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school achieve its mission by successfully serving students and families who have not found success in traditional comprehensive schools.

1__ 2__ 3__ 4__ 5__ 6__ 7X 8__
COE only: 9__ 10__

4E: Increase college ambition among students, families

Local: Specify _____

Identified Need: Students come from families without a college-going tradition

Goal Applies to: Schools: ALL
Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: 100% of students participate in curricula designed to improve college readiness, knowledge.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure all students have at least one college field trip each year	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Increase College Field Trip Offerings Funding Source: \$20,000, LCFF
Include activities explicitly designed to increase college ambition in "Culture Calendar" events	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$5,000, Other State Revenue

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: 100% of students participate in curricula designed to improve college readiness, knowledge.

Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure all students have at least one college field trip each year	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Increase College Field Trip Offerings Funding Source: \$20,000, LCFF
Include activities explicitly designed to increase college ambition in "Culture Calendar" events	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source: \$5,000, Other State Revenue
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	100% of students participate in curricula designed to improve college readiness, knowledge.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Ensure all students have at least one college field trip each year</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Increase College Field Trip Offerings</p> <p>Funding Source: \$20,000, LCFF</p>
<p>Include activities explicitly designed to increase college ambition in “Culture Calendar” events</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding Source: \$5,000, Other State Revenue</p>

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?

- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	Goal 1: Ensure that all students have access to equitable conditions of learning through the following initiatives: 1A: Students are taught by teachers with appropriate credentials		Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	ALL		
Expected Annual Measurable Outcomes:	Increase percentage of highly qualified teachers to 100%.	Actual Annual Measurable Outcomes:	Of 16 teachers, 15 teachers are highly qualified.	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Ensure all teachers, especially new teachers, are supported in completing their credentialing process and becoming highly qualified	Provide training and support for all teachers from school administrators and ACE central office support Funding Source: \$21,000, Other State Revenue	After a comprehensive study of teacher compensation and benefit packages at local school districts and charter schools, ACE determined that its compensation structure was not competitive. As a result, in an effort to continue to attract and retain high quality teachers, effective February 1, 2015, the average pay band for credentialed teachers increased by 10%. In addition, teachers were given two additional PTO days and two additional days of sick leave. The central office provides the school's teachers with a BTSA Coach. In addition, teachers work with outside coaches who support them in becoming highly	Salary Increases for Credentialed Teachers Funding Source: \$66,223.85, LCFF BTSA Coach Funding Source:	

		qualified.	\$20,000, LCFF
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Continue to develop and expand professional development for classified employees, especially those with high levels of interaction with students and families	Provide training and support for all classified employees from school administrators and ACE central office support Funding Source: \$10,500, Other State Revenue	The central office provides the school the support of an Operations Manager who plays a key role in training the school's Office Manager. The Operations Manager meets regularly with the school's Office Manager and provides her with training and support. While the Operations Manager supports the Office Manager, other classified employees at the school could benefit from similar support.	Operations Manager Funding Source: \$12,000, Other State Revenue
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Engage a recruitment team that hires teachers and ensures credentialing process is complete prior to hiring
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Original GOAL from prior year LCAP:	<p>Goal 1: Ensure that all students have access to equitable conditions of learning through the following initiatives:</p> <p>1B: Provide Common Core State Standards (CCSS)-aligned materials and assessments to all teaching staff</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__</p> <p>Local : Specify _____</p>
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	100% of teachers have access to CCSS-aligned materials	Actual Annual Measurable Outcomes:	100% of teachers have access to CCSS-aligned materials in English and Math
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
	Pilot, approve, and adopt classroom	To support student growth in reading, the school has adopted Achieve 3000 at all grade levels.	Classroom Libraries

<p>Secure books and other reading materials to ensure teachers have sufficient materials to implement CCSS-based English Language Arts program.</p>	<p>libraries, other materials, on-line reading resources to support ELA program</p> <p>Funding Source: \$18,750, Other State Revenue</p>	<p>In addition, all classrooms have CCSS-recommended reading materials.</p>	<p>Funding Source: \$3,668, Other State Revenue</p> <p>Achieve 3000</p> <p>Funding Source: \$16,131, LCFF</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Secure curriculum program in Writing to ensure CCSS-based writing program across the curriculum</p>	<p>Pilot, approve, and adopt classroom libraries, other materials, on-line reading resources to support Writing program</p> <p>Funding Source: \$10,000, Other State Revenue</p>	<p>The school adopted an expository writing curriculum for 8th graders that is aligned with CCSS. A high school teacher within the network was trained at CSU on how to implement the expository writing curriculum and has trained the 8th grade teachers to use the curriculum to increase student achievement in expository writing.</p>	<p>Write Tools</p> <p>Funding Source: \$15,000, Other State Revenue</p> <p>Classroom Libraries</p> <p>Funding Source: \$3,668, Other State</p>

				Revenue
Scope of service:		Scope of service:		
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Implement multi-year plan for Math curriculum to provide basis for CCSS-based curriculum and assessment development	Pilot, approve and adopt CCSS-based Math curricula Funding Source: \$15,300, Other State Revenue	This past year, with the support of an external Math consultant who guided teachers through the process of unpacking common core state standards and using measured progress benchmarks, teachers began implementing a CCSS-based Math curricula.	Math Consultant Funding Source: \$16,775, Other State Revenue	
Scope of service:		Scope of service:		
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Secure web-based curriculum programs and CCSS-based assessments to ensure that teachers can implement personalized learning	Pilot, approve, and adopt web-based learning platforms and assessments	The school has adopted Achieve 3000, differentiated online instruction to improve students' reading and writing. In addition, the school has adopted ST Math, a conceptually-based math program. Like Achieve	Achieve 3000 Funding Source: \$16,131.00, LCFF	

	<p>which allow teachers to differentiate instruction and programming</p> <p>Funding Source: \$25,000, Other State Revenue</p>	<p>3000, ST Math is differentiated online instruction.</p> <p>The school also provides teachers with Measured Progress, a test item bank that teachers may use for weekly formative assessments.</p>	<p>ST Math</p> <p>Funding Source: \$7,500, LCFF</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ol style="list-style-type: none"> 1) School leader to communicate multiyear plan for math 2) Align Empower pacing guide with pacing guide of Engage New York (math) 3) Continue implementation of The Write Tools curriculum 		
<p>Original GOAL from prior year LCAP:</p>	<p>Goal 1: Ensure that all students have access to equitable conditions of learning through the following initiatives:</p> <p>1C: School leaders, teachers and other key staff have access to professional development to ensure successful implementation of CCSS-based curricula</p>		<p>Related State and/or Local Priorities:</p> <p>1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>

Goal Applies to:		Schools: ALL		
		Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	100% of teachers have access to CCSS-aligned professional development	Actual Annual Measurable Outcomes:	100% of teachers have access to CCSS-aligned professional development (for ELA and Math only)	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Provide time, coaching for school leaders to design teacher and staff professional development to support development of CCSS-based curricula		<p>School leaders will have time throughout the summer and school year to plan professional development to ensure that teachers have strong foundation in CCSS-based curriculum design</p> <p>Funding Source: \$30,000, Other State Revenue</p>	<p>During summer, school leaders have two weeks in June and two weeks in July to plan their professional development for the year.</p> <p>Throughout the year, when the math consultant visits, she spends a day at the school. During her visit with the schools, she conducts observations with the school leader. Following the observations, they debrief with one another and share their findings about planning and teaching.</p> <p>In addition to these on-site visits, the math consultant is also available to the school leaders via phone calls and Skype.</p> <p>The central office provided the school with a similar resource for ELA through the support of the Manager of Teachers and Learning.</p> <p>The ACE Executive Director and Director of Schools also spend four weeks with school leaders to support school leaders as they design teacher and staff professional development.</p>	
			<p>Math Consultant</p> <p>Funding Source: \$16,775, Other State Revenue</p> <p>Manager for Teaching and Learning</p> <p>Funding Source: \$15,450, Other State Revenue</p> <p>Executive</p>	

			Director and Director of Schools Time
			Funding Source: \$6300, Other State Revenue
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
CCSS-focused summer professional development for all teaching staff	All staff will take part in intensive summer professional development to support ongoing implementation of CCSS-based curricula and assessments Funding Source: \$103,000, Other State	During summer, all staff took part in intensive summer professional development where they: <ul style="list-style-type: none"> ○ Broke down standards for ELA ○ Broke down standards for Math ○ Received training on The Write Tools, a CCSS-aligned curriculum that supports student literacy ○ Received training on Measured Progress, a test item bank that teacher use for weekly formative assessments 	Three weeks of professional development Funding Source: \$85,500, Other State Revenue Administrative Salaries Funding Source: \$15,300, Other State Revenue

		<i>Revenue</i>			
Scope of service:			Scope of service:		
<u>X</u> ALL			<u>X</u> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
External coaches for all school leaders to support implementation of CCSS-based curricula		<p>Each school leader will have an external coach to provide on-going support for the school leader in his/her effort to meet schoolwide targets and effectively support staff in implementation of CCSS-based curricula</p> <p>Funding Source: \$10,000, LCFF</p>	<p>This past year, the school leader has worked with an external coach from Innovate Public Schools to support the implementation of CCSS-based curricula.</p>		<p>External Coach</p> <p>Funding Source: \$4,000, LCFF</p> <p>School Leader Time</p> <p>Funding Source: \$7,500, LCFF</p>
Scope of service:			Scope of service:		
<u>X</u> ALL			<u>X</u> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1) Professional development that focuses on providing teachers with strategies to use with English Language Learners 2) Provide teachers with more time for planning and collaboration 3) Ensure math pacing guides will be consistent for grades 5-8 4) Ensure development of a pacing guide for writing strategies, based on The Write Tools curriculum, that teachers may use at different points throughout the year		
Original GOAL from prior year LCAP:	Goal 1: Ensure that all students have access to equitable conditions of learning through the following initiatives: 1D: School will collaborate with District to ensure high-quality facilities	Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	Site is fully equipped and MOU is in place with District to ensure clean, welcoming campus	Actual Annual Measurable Outcomes:	The school site is fully equipped, and an MOU is in place with the District to ensure a clean, welcoming campus.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
Development of MOU with Alum Rock Union Elementary School District for high-quality facilities, especially the use of shared facilities to complement existing ACE campus		<p>School leadership will work closely with District staff to ensure high-quality facilities to support the school academic program.</p> <p>Funding Source: \$1,100, Other State Revenue</p>	<p>The central office has negotiated an MOU with Alum Rock Union Elementary School District. Further, the school has a Joint Use Agreement with the adjacent school that provides it with access to the field and blacktop.</p> <p>This past year, the school applied for \$900K to build a multipurpose room on campus.</p> <p>The school is also investing in cosmetic improvements in the courtyard, such as new signage, new tables, etc.</p>	<p>Funding Source: \$6,000 Other State Revenue</p>
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Secure quality furnishings and equipment to support learning environment		<p>School leadership will work closely with District staff to ensure high-quality furnishings and equipment to support the</p>	<p>The classrooms have a basic classroom set-up, including but not limited to the following:</p> <ul style="list-style-type: none"> ○ 1:2 computer to student ratio ○ a teacher station, which includes a laptop, ○ an LCD ○ a projector cart ○ document camera ○ desks for each student 	<p>Funding Source: \$34,000 from other State Revenue</p>

		school academic program.		
		Funding Source: \$18,000, Other State Revenue		
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		School leaders will inform parents of all resources site has to offer		
Original GOAL from prior year LCAP:	Goal 2: Ensure that all students have access to an academic and co-curricular program that supports them in the timely mastery of Common Core State Standards and helps them succeed on all state assessments as well as school-level standards-based benchmark and other assessments. 2A: School will successfully transition to CCSS-aligned curricula and teaching/assessment practice, along with development of habits of work and mind necessary for students to succeed in CCSS standards-based course work	Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	ALL		

Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	100% of classrooms will have CCSS-aligned curricula, assessments and instruction.	Actual Annual Measurable Outcomes:	Given how new CCSS is, the school continues to adopt CCSS-aligned curricula, assessments and instruction in ELA and Math.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide time, coaching for school leaders to design teacher and staff professional development to support development of CCSS-based curricula	<p>School leaders will have time throughout the summer and school year to plan professional development to ensure that teachers have strong foundation in CCSS-based curriculum design</p> <p>Funding Source: \$30,000, Other State Revenue</p>	<p>During the spring, school leaders underwent a standards breakdown process and vision setting process for Math and ELA. Teachers spent three days on each subject. School leaders presented their work to teachers during the summer.</p> <p>The school also has a lead teacher who facilitates department meetings once a week.</p> <p>In addition, the instructional lead team (i.e., Principal, Assistant Principal, and Lead Teacher) meet once a week to do scope and sequence planning.</p> <p>Each cycle, staff participates in a day-long PD session, where teachers have the opportunity to analyze student benchmark data and plan for the next cycle.</p>	<p>Funding Source: \$33,250 from other State Revenue</p>
Scope of service:		Scope of service:	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Launch of schoolwide Environmental Justice theme		School staff will have resources to infuse Environmental Justice theme into core curriculum and co-curricular activities Funding Source: \$20,000, Other State Revenue	Due to a change in school leadership at the beginning of the year and two leaves of absences, this initiative was not launched this year.		\$0
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
CCSS-focused summer professional development for all teaching staff		CCSS-focused summer professional development for all teaching staff Funding	During summer, all staff took part in intensive summer professional development where they: <ul style="list-style-type: none"> ○ Broke down standards for ELA ○ Broke down standards for Math ○ Received training on The Write Tools, a CCSS-aligned curriculum that supports student literacy 		Funding Source: \$105,000, Other State Revenue

	<p>Source: \$103,000, Other State Revenue</p>	<ul style="list-style-type: none"> ○ Received training on Measured Progress, a test item bank that teacher use for weekly formative assessments 	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>On-going weekly professional development for teachers, support staff</p>	<p>Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively implement schoolwide programs as well as specific CCSS-based curricula and teaching best practices</p> <p>Funding Source:</p>	<p>Each week, teachers have department meetings. This past year, professional development has focused on training teachers to place the cognitive load on students.</p> <p>In addition, teachers participate in peer observations each week.</p> <p>To support the teaching of Math, teachers work with a consultant who visits every cycle and observes teachers. The consultant then provides the teacher with real-time feedback.</p> <p>Similarly, to support ELA instruction and specifically to support teacher use of The Write Tools curriculum, a consultant visits the school every cycle to observe teachers and provide them with real-time feedback. The consultant also offers one-on-one support to the school's ELA Coach.</p>	<p>Funding Source: \$105,000, Other State Revenue</p>

		<i>\$105,000, Other State Revenue</i>			
Scope of service:			Scope of service:		
<u>X</u> ALL			<u>X</u> ALL		
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		
Development, implementation of new Personal Learning Plan to ensure students are learning, adopting the habits of mind and work necessary to master CCSS	School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth. Funding Source: <i>\$6,000, Other State Revenue</i>		School leaders and select teachers did collaborate this past year to refine the Personal Learning Plan, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth.	Funding Source: \$105,000, Other State Revenue	

Scope of service:			Scope of service:		
X ALL			X ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p>On-going professional development for teachers and school leaders in the use of CCSS-based external assessments to track student progress toward mastery of CCSS</p>	<p>Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively implement schoolwide programs as well as specific CCSS-based curricula and teaching best practices</p> <p>Funding Source: <i>\$105,000, Other State Revenue</i></p>	<p>Teachers work on a weekly overview based on the Common Core State Standards. They begin the process with a benchmark assessment and design a unit lesson around that assessment. From the unit lesson, they create a weekly overview. Teachers then submit their weekly overviews to their coach for review and feedback.</p>	<p>Funding Source: \$105,000, Other State Revenue</p>		

<p>Scope of service:</p>			<p>Scope of service:</p>		
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>		
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		
<p>On-going professional development for teachers and school leaders in the development of CCSS-based course- and grade level-specific assessments</p>	<p>Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively implement schoolwide programs as well as specific CCSS-based curricula and teaching best practices</p> <p>Funding Source: <i>\$105,000, Other State Revenue</i></p>	<p>The school offers several opportunities for on-going professional development for teachers and school staff in the development of CCSS-based course- and grade level-specific assessments.</p> <p>For example, every 5-6 weeks, students take CCSS-aligned benchmark assessments in ELA and Math. Teacher reviews reports from benchmarks assessments and evaluate the data. Based on the data, teachers develop a unit lesson for the following cycle.</p> <p>In addition, school leaders look at the Achieve 3000 reports on a monthly basis and base instructional decisions on these reports.</p> <p>The school also relies on external consultants to support teachers and staff as they implement CCSS-based curricula. When the consultant is on-site to observe the Math program, for example, all schools in the network participates in professional development that is based on her observations and findings. This past year, there have been three network-wide PD sessions for Math and three network-wide PD sessions for writing.</p>		<p>Funding Source: \$105,000, Other State Revenue</p>	
<p>Scope of</p>			<p>Scope of</p>		

service:		service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ol style="list-style-type: none"> 1) Implementation of the Environmental Justice theme is not a priority and will not be included as an action/service next year 2) Based on stakeholder input, the school will include an action/service regarding professional development for teachers around the needs of English Language Learners 3) Based on stakeholder input, the school will add some actions/services regarding teacher planning and collaboration time 	
Original GOAL from prior year LCAP:	Goal 2: Ensure that all students have access to an academic and co-curricular program that supports them in the timely mastery of Common Core State Standards and helps them succeed on all state assessments as well as school-level standards-based benchmark and other assessments.	Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__	
	2B: School will bring students who have fallen below grade level in Reading and Math up to grade level in a timely fashion to ensure student success on grade-level standards-based assessments	Local : Specify _____	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL	

<p>Expected Annual Measurable Outcomes:</p>	<p>Student grade-level proficiency rates in English and Math will rise by 10% over previous year baseline</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>The baseline will be established once proficiency rates from the state are released.</p>
<p>LCAP Year: 2014-15</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>
<p>Development, implementation of new Personal Learning Plan so students, families, and teachers can track student growth</p>	<p>School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth.</p> <p>Funding Source: <i>\$6,000, Other State Revenue</i></p>	<p>School leaders and select teachers did collaborate this past year to refine the Personal Learning Plan, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth.</p>	<p>Funding Source: \$6,000, Other State Revenue</p>

<p>Scope of service:</p>			<p>Scope of service:</p>		
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>		
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		
<p>Increase, improve blended learning curriculum to give students who are behind personalized learning opportunities to ensure rapid progress</p>	<p>Pilot, approve, and adopt web-based learning platforms and assessments which allow teachers to differentiate instruction and programming</p> <p>Funding Source: <i>\$25,000, Other State Revenue</i></p>	<p>The school primarily uses blended learning to support student learning in ELA and Math.</p> <p>For example, the school has adopted Achieve 3000, differentiated online instruction to improve students' reading and writing.</p> <p>In addition, the school has adopted ST Math, a conceptually-based math program. Like Achieve 3000, ST Math is differentiated online instruction.</p>	<p>Funding Source: \$23,300, Other State Revenue</p>		
<p>Scope of service:</p>			<p>Scope of service:</p>		
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>		
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		
<p>Investment in hardware and software to transition blended learning program from learning lab to classroom to ensure seamless integration with core CCSS-based curricula</p>	<p>Pilot, approve, and adopt web-based learning platforms and</p>	<p>The school primarily uses blended learning to support student learning in ELA and Math.</p> <p>For example, the school has adopted Achieve 3000,</p>	<p>Funding Source: \$23,300, Other State</p>		

	<p>assessments which allow teachers to differentiate instruction and programming</p> <p>Funding Source: \$32,500, Other State Revenue</p>	<p>differentiated online instruction to improve students' reading and writing.</p> <p>In addition, the school has adopted ST Math, a conceptually-based math program. Like Achieve 3000, ST Math is differentiated online instruction.</p>	<p>Revenue</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Collaboration with external experts, consultants in on-going development, implementation of blended learning curricula and assessments</p>	<p>Each school leader will have an external coach to provide on-going support for the school leader in his/her effort to meet schoolwide targets and effectively support staff in implementation of CCSS-based curricula</p>	<p>The school collaborates with external consultants to support teachers and staff as they implement CCSS-based curricula. When the consultant is on-site to observe the Math program, for example, all schools in the network participates in professional development that is based on her observations and findings. This past year, there have been three network-wide PD sessions for Math and three network-wide PD sessions for writing.</p>	<p>Funding Source: \$18,000, Other State Revenue</p>

		Funding Source: \$15,000, Other State Revenue		
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Further investments in on-line learning platforms and assessments to support rapid progress of below grade-level students		Pilot, approve, and adopt web-based learning platforms and assessments which allow teachers to differentiate instruction and programming Funding Source: \$25,000, Other State Revenue	The school primarily uses blended learning to support student learning in ELA and Math. For example, the school has adopted Achieve 3000, differentiated online instruction to improve students' reading and writing. In addition, the school has adopted ST Math, a conceptually-based math program. Like Achieve 3000, ST Math is differentiated online instruction.	Funding Source: \$23,300, Other State Revenue
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Revise staffing plan to include two Individualized Learning Coaches to support work of core teachers in providing personalized instruction and support for students who are not meeting grade-level standards		Secure two Individualized Learning Coaches Funding Source: \$100,000, LCFF	Teachers provided students not meeting grade-level standards with personalized instruction and support.		Funding Source: \$120,000, Other State Revenue
Scope of service:			Scope of service:		
X ALL			X ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Based on student needs and stakeholder input, school will add focused instructional time to support student learning.			
Original GOAL from prior	Goal 2: Ensure that all students have access to an academic and co-curricular program that supports them in the timely mastery of Common Core State Standards and helps them succeed on all state assessments as well as school-level standards-		Related State and/or Local Priorities: 1__ 2 <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__		

year LCAP:	<p>based benchmark and other assessments.</p> <p>2C: Students will meet internal ACE proficiency targets on schoolwide writing assessment.</p>	<p>Local : Specify _____</p>
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	<p>Student writing proficiency rates will increase by 10% from beginning of year baseline to end of year assessment.</p>	Actual Annual Measurable Outcomes:	<p>Baseline established in 2014-15: Percent of students proficient</p> <ul style="list-style-type: none"> 5 – 46% 6 – 36% 7 – 46% 8 – 47% <p>Percent of students proficient plus growth</p> <ul style="list-style-type: none"> 5 – 64% 6 – 64%% 7 – 61% 8 – 61%
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LCAP Year: 2014-15	
Planned Actions/Services	Actual Actions/Services

		Budgeted Expenditures		Estimated Actual Annual Expenditures
Secure a curriculum, complete with professional development modules and exemplars (all CCSS-based) for schoolwide implementation		Pilot, approve, and adopt classroom libraries, other materials, on-line reading resources to support Writing program Funding Source: \$10,000, Other State Revenue	All classrooms have CCSS-recommended reading materials. The school adopted an expository writing curriculum for 8 th graders that is aligned with CCSS. A high school teacher within the network was trained at CSU on how to implement the expository writing curriculum and has trained the 8 th grade teachers to use the curriculum to increase student achievement in expository writing.	Funding Source: \$9,668, Other State Revenue
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Ongoing professional development for teachers in implementation of Writing program and assessment of student work	Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all	All classrooms have CCSS-recommended reading materials. The school adopted an expository writing curriculum for 8 th graders that is aligned with CCSS. A high school teacher within the network was trained at CSU on how to implement the expository writing curriculum and has trained the 8 th grade teachers to use the curriculum to increase student achievement in	All classrooms have CCSS-recommended reading materials. The school adopted an expository writing curriculum for 8 th graders that is aligned with CCSS. A high school teacher within the network was trained at CSU on how to implement the expository writing curriculum and has trained the 8 th grade teachers to use the curriculum to increase student achievement in	The Write Tools Funding Source: \$15,000, Other State

	<p>teachers and staff to effectively implement writing program and teaching best practices</p> <p>Funding Source: \$105,000, Other State Revenue</p>	<p>expository writing.</p>	<p>Revenue</p> <p>Three weeks of professional development time</p> <p>Funding Source: \$85,500, Other State Revenue</p> <p>Administrative Salaries</p> <p>Funding Source: \$15,300, Other State Revenue</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Continue with implementation of The Write Tools curriculum</p>		
<p>Original</p>	<p>Goal 2: Ensure that all students have access to an academic and co-curricular</p>	<p>Related State and/or Local Priorities:</p>	

<p>GOAL from prior year LCAP:</p>	<p>program that supports them in the timely mastery of Common Core State Standards and helps them succeed on all state assessments as well as school-level standards-based benchmark and other assessments.</p> <p>2D: Students will meet proficiency targets on all state tests as well as school-based benchmark and other assessments.</p>	<p>1__ 2 <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__</p> <p>Local : Specify _____</p>
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<p>Goal Applies to:</p>	<p>Schools: ALL</p>	<p>Applicable Pupil Subgroups: ALL</p>
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<p>Expected Annual Measurable Outcomes:</p>	<p>Student grade-level proficiency rates will rise by 10% over previous year baseline</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>The baseline will be established this year once proficiency rates from the state are released.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Provide professional development for teachers and school leaders in the development of CCSS-based curricula</p>	<p>All staff will take part in intensive summer professional development to support ongoing implementation of CCSS-based curricula</p>	<p>During summer, all staff took part in intensive summer professional development where they:</p> <ul style="list-style-type: none"> ○ Broke down standards for ELA ○ Broke down standards for Math ○ Received training on The Write Tools, a CCSS-aligned curriculum that supports student literacy ○ Received training on Measured Progress, a test item bank that teacher use for weekly formative assessments 	<p>Three weeks of professional development time</p> <p>Funding Source: \$85,500, Other State Revenue</p> <p>Administrative</p>

	and assessments		Salaries
	Funding Source: \$104,000, Other State Revenue		Funding Source: \$15,300, Other State Revenue
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Further development of data analysis templates and protocols to ensure teachers and school leaders have detailed, timely data reports on student progress toward grade-level proficiency	School leaders and select teachers will collaborate to revamp and refine the data analysis templates, as well as the protocols and organizational practices designed to ensure timely, accurate, individualized student data reports to maximize	<p>This past year, all network schools began using Measured Progress, a test item bank that teachers may use for weekly formative assessments. Teachers can use data from these formative assessments to develop subsequent lessons.</p> <p>In addition, the Manager of Teachers and Learning at the central office has worked with all principals to ensure they have a protocol for analyzing all student data.</p> <p>The school provides each student with a Personal Learning Plan. Students' personal learning plans incorporate individualized student data based on benchmark assessments, Achieve 3000, and Kickboard, a software platform that keeps track of student behavioral data, homework completion, grades, etc.</p>	<p>Measured Progress</p> <p>Funding Source: \$6,000, Other State Revenue</p>

	<p>impact on student academic growth.</p> <p>Funding Source: \$6,000, Other State Revenue</p>		
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Professional development to ensure that teachers can make data-driven decisions in development, refinement of curricula and student remediation</p>	<p>Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively use data to refine curricula and drive decisions around teaching best practices</p>	<p>Teachers are consistently receiving professional development in department meetings, staff meetings and end of cycle PDs with the school's academic consultants re best practices.</p>	<p>Teacher Professional Development</p> <p>Funding Source: \$89,905, Other State Revenue</p> <p>Four days of professional development for all staff</p> <p>Funding Source:</p>

	Funding Source: \$105,000, Other State Revenue		\$22,400, Other State Revenue
=			
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Professional development to ensure that teachers can use CCSS-based mastery data from on-line learning platforms and assessments to drive decision-making around curriculum development, remediation, etc	Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively use data to refine curricula and drive decisions around teaching best practices	Teachers are consistently receiving professional development in department meetings, staff meetings and end of cycle PDs with the school's academic consultants re best practices.	Professional Development Funding Source: \$89,905, Other State Revenue Four days of professional development for all staff Funding Source: \$22,400, Other State

	Funding Source: \$105,000, Other State Revenue		Revenue
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Add 1.0 FTE teacher in Science and in History to broaden core curriculum and to provide multi-disciplinary opportunities for students to master CCSS	Secure Science and History teacher for expanded program Funding Source: \$122,000, LCFF	This past year, the school added a 1.0 FTE teacher in Science and History to broaden the core curriculum and to provide multi-disciplinary opportunities for students to master CCSS.	Teacher Salaries Funding Source: \$120,800, LCFF
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Development and implementation of new Advisory program for students and teachers to track student performance, set goals, etc.	School leaders and select teachers will collaborate to revamp and	School leaders and select teachers did collaborate this past year to refine the Personal Learning Plan, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth.	College Readiness Manager

	<p>refine the Advisory program, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth. The school leadership team will collaborate with teachers to design and update the Advisory program throughout the school year.</p> <p>Funding Source: \$11,000, Other State Revenue</p>		<p>Funding Source: \$10,200, Other State Revenue</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><u>X</u> ALL</p>		<p><u>X</u> ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1) Provide all staff with PD that revisits the purpose of the Advisory Program. 2) Provide teachers with PD around implementation of Personal Learning Plans.
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Original GOAL from prior year LCAP:	Goal 3: Develop and sustain a school program that provides rich opportunities for all stakeholders, especially students and their families to engage with the school, and take part in the on-going improvement and enrichment of the school culture and academic program. 3A: Increase parent involvement in decision-making at board and school level	Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	Ensure parent participation in 100% of ACE Board meetings, hiring committees for school leaders/ teachers.	Actual Annual Measurable Outcomes:	While parents do sit on hiring committees for school leaders/teachers, there is not currently parent participation in 100% of ACE Board meetings.
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Ensure parent representation on ACE board of directors, as well as presence on hiring committees school culture audits, etc.</p>	<p>School leaders will make sure that parents are involved in at board level, as well as on hiring committees, school-level committees, etc.</p> <p>Funding Source: \$10,500, Other State Revenue</p>	<p>Each classroom has a parent leader/room parent. While the staff leads monthly parent meetings, parents help facilitate these meetings. In support of these meetings, the Principal has coached parents on how to create agendas, take meeting minutes, etc.</p> <p>Parents sit on hiring committees. Parent involvement in school culture audits is less consistent. There is currently no parent representation on the ACE board of directors.</p>	<p>School Leader Salary</p> <p>Funding Source: \$17,000, Other State Revenue</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Create stronger accountability loop to parent voice by including agendas, minutes of parent meetings at all ACE board meetings</p>	<p>School leaders will ensure that ACE board has consistent record of parent meeting work and decisions.</p> <p>Funding Source:</p>	<p>The school was not able to achieve this goal this past year.</p>	<p>\$0</p>

		<i>\$1,000, Other State Revenue</i>			
Scope of service:				Scope of service:	
<u>X</u> ALL				<u>X</u> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____				OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		(1) School leader will recruit a pool of parent candidates to serve on the ACE Board of Directors. (2) Delete “create stronger accountability loop to parent voice by including agendas, minutes of parent meetings at all ACE board meetings” as an action/service			
Original GOAL from prior year LCAP:	Goal 3: Develop and sustain a school program that provides rich opportunities for all stakeholders, especially students and their families to engage with the school, and take part in the on-going improvement and enrichment of the school culture and academic program. 3B: Further strengthen parent committees			Related State and/or Local Priorities: 1__ 2 <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	ALL			
	Applicable Pupil Subgroups:	ALL			
Expected Annual Measurable Outcomes:	Grow membership on parent committees by 10% over baseline.		Actual Annual Measurable Outcomes:	The school continues to grow its membership on its parent committee	

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Strengthen site-based parent committees by providing more coaching, training for parent leaders	<p>External consultants will work with parent leaders to provide protocols for parent leadership, coaching/feedback on implementation</p> <p>Funding Source: \$5,000, Other State Revenue</p>	<p>From the beginning of the school year through the middle of the year, the school engaged an external consultant to work with parent leaders to provide protocols for parent leadership, coaching/feedback on implementation</p>	<p>Partnership with PACT</p> <p>Funding Source: \$9,000, Other State Revenue</p>
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Include parent leaders in further development, refinement of school “culture calendar,” to ensure leadership role for parent committees in community-wide events, schoolwide meetings, etc.	<p>School leaders will make sure that parents are involved in at board level, as well as on</p>	<p>Each classroom has a parent leader/room parent. While the staff leads monthly parent meetings, parents help facilitate these meetings. In support of these meetings, the Principal has coached parents on how to create agendas, take meeting minutes, etc.</p>	<p>School Leader Salary</p> <p>Funding Source: \$17,000,</p>

	<p>hiring committees, school-level committees, etc.</p> <p>Funding Source: \$10,500, Other State Revenue</p>	<p>Parents sit on hiring committees. Parent involvement in school culture audits is less consistent. There is currently no parent representation on the ACE board of directors.</p>	<p>Other State Revenue</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>None</p>		
<p>Original GOAL from prior</p>	<p>Goal 3: Develop and sustain a school program that provides rich opportunities for all stakeholders, especially students and their families to engage with the school, and take part in the on-going improvement and enrichment of the school culture and</p>		<p>Related State and/or Local Priorities:</p> <p>1__ 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p>

year LCAP:	<p>academic program.</p> <p>3C: Improve school culture by increased time in class (reduced suspensions, referrals)</p>	Local : Specify _____
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	Reduce referrals and suspensions by 10% over previous year baseline	Actual Annual Measurable Outcomes:	<p>Baseline data established in 2014-15:</p> <p>Referrals – 822</p> <p>In-school suspensions – 21</p> <p>Out of school suspensions – 0</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement new Student Engagement system to replace current Behavior Management system	School leaders will design, implement new Student Engagement System which will encompass all student behavior management practices in classroom and campus-wide	The school is using Kickboard, a software platform that tracks student behavior, grades, etc.	<p>Kickboard</p> <p>Funding Source: \$29,900, Other State Revenue</p>

	Funding Source: \$21,000, Other State Revenue		
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Development, implementation of new Personal Learning Plan so students, families, and teachers can track student growth in behavior, living up to school values of Respect, Pride, Ganas	School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth. Funding Source:	School leaders and select teachers did collaborate this past year to refine the Personal Learning Plan, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth.	Professional Development Day Funding Source: \$6,000, Other State Revenue

		\$6,000, Other State Revenue				
Scope of service:		Budgeted Expenditures	Scope of service:		Estimated Actual Annual Expenditures	
<input checked="" type="checkbox"/> ALL				<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____				OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Professional development for all staff around implementation of new Student Engagement system		Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively implement Student Engagement System and best practices Funding Source: \$105,000, Other State	Teachers and staff received professional development during the summer around the implementation of Kickboard, the new student engagement system. During the school year, teachers have had one-on-ones with their coaches re the student engagement system. These meetings center around individual teacher needs, how to access Kickboard, how to issue a demerit, how to issue a detention, etc.. The purpose of the professional development is to train teachers and staff to use the student engagement system with fidelity.	Kickboard Funding Source: \$29,900, LCFF Professional Development Days Funding Source: \$89,905, Other State Revenue		

		<i>Revenue</i>			
Scope of service:			Scope of service:		
<u>X</u> ALL			<u>X</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Increased role for Parent leaders in assessing effectiveness of Student Engagement System, as well as informing families regarding changes		School leaders will ensure that ACE parent leaders are involved in audit, feedback for new Student Engagement System Funding Source: <i>\$1,000, Other State Revenue</i>	The school is working on institutionalizing weekly audits of the student engagement system and involving parents when these audits are conducted.		Manager for Teaching and Learning Funding Source: \$1000, Other State Revenue
Scope of service:			Scope of service:		
<u>X</u> ALL			<u>X</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Investment in technology to support implementation of Student Engagement System		Secure hardware to ensure that	Each teacher has a laptop, which is also a tablet. So, inputting discipline data is convenient.		Teacher Computers

	<p>teachers can input data around student behavior in timely fashion</p> <p>Funding Source: \$11,070, LCFF</p>		<p>Yogas</p> <p>Funding Source: \$30,000, LCFF</p>
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1) Market counseling services offered at school		
Original GOAL from prior	Goal 3: Develop and sustain a school program that provides rich opportunities for all stakeholders, especially students and their families to engage with the school, and take part in the on-going improvement and enrichment of the school culture and	Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__	

year LCAP:	<p>academic program.</p> <p>3D: Refine, improve Advisory program to support students in meeting academic goals</p>	Local : Specify _____
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	Student grade-level proficiency rates will rise by 10% over previous year baseline	Actual Annual Measurable Outcomes:	The baseline will be established this year once proficiency rates from the state are released.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Development, implementation of new Personal Learning Plan as part of new Advisory curriculum to ensure connection between Advisory program, individual student goals	School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize	School leaders and select teachers did collaborate this past year to refine the Personal Learning Plan, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth.	<p>Teachers and Department and Subject Matter Meetings</p> <p>Funding Source: \$6,000, Other State Revenue</p>

	<p>personalization and impact on student academic growth.</p> <p>Funding Source: \$6,000, Other State Revenue</p>		
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Development, implementation of new Personal Learning Plan so students, families, and teachers can track student growth in behavior, living up to school values of Respect, Pride, Ganas</p>	<p>School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on</p>	<p>School leaders and select teachers did collaborate this past year to refine the Personal Learning Plan, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth.</p>	<p>Teacher Professional Development and Advisory Lesson Plans created by AP and College Readiness Manager</p> <p>Funding Source: \$6,000, Other State Revenue</p>

	<p>student academic growth.</p> <p>Funding Source: \$6,000, Other State Revenue</p>		
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Budgeted Expenditures</p>	<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Develop new Advisory curriculum for teachers, staff to implement</p>	<p>School leaders and select teachers will collaborate to revamp and refine the Advisory program, as well as the protocols and classroom practices designed to maximize personalization and impact on</p>	<p>School leaders and select teachers did collaborate this past year to refine the Personal Learning Plan, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth.</p>	<p>Assistant Principal</p> <p>Funding Source: \$12,000, Other State Revenue</p>

	<p>student academic growth. The school leadership team will collaborate with teachers to design and update the Advisory program throughout the school year.</p> <p>Funding Source: \$11,000, Other State Revenue</p>		
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Design, implement on-going professional development, program audit for Advisory program	School leaders will work with staff to ensure that Advisory program is implemented successfully, and that data is	Staff received training over summer, which focused on personal learning plans, efficient use of homeroom time, and the Advisory Program. Depending on what has been observed over the course of the school year, staff also receives training throughout the year. For example, there have been trainings on how to have one-on-ones with students, on the advisory protocol, etc.	Assistant Principal Funding Source: \$8,000, Other State

	<p>collected to measure effectiveness of program and drive on-going improvements</p> <p>Funding Source: <i>\$10,500, Other State Revenue</i></p>	<p>To support teacher implementation of the Advisory Program, each teacher has a manager (one of the school administrators) with whom they check-in on a weekly basis. Managers help teachers troubleshoot issues.</p> <p>Currently, student surveys are used to measure program effectiveness.</p>	<p>Revenue</p> <p>One Professional Development</p> <p>Funding Source: \$5,700, Other State Revenue</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Ensure connection between Advisory and schoolwide Culture Calendar so that Advisory program supports community-wide events, exhibitions, etc</p>	<p>School leaders will work with staff to ensure that Advisory program is implemented successfully, and that data is collected to measure effectiveness of program and drive on-going improvements</p> <p>Funding</p>	<p>The Principal and Assistant Principal conduct walk-throughs on a weekly basis to ensure teachers are implementing lessons and reviewing data with students. This spring, staff had professional development that addressed successful implementation of the Advisory Program.</p> <p>Currently, student surveys are used to measure program effectiveness.</p>	<p>Assistant Principal</p> <p>Funding Source: \$8,000, Other State Revenue</p> <p>One Professional Development</p> <p>Funding Source:</p>

		Source: \$10,500, Other State Revenue		\$5,700, Other State Revenue
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ol style="list-style-type: none"> 1) Provide all staff with PD that revisits the purpose of the Advisory Program. 2) Provide new teachers with PD around implementation of Personal Learning Plans. 3) Develop a protocol for measuring the effectiveness of the Advisory Program. 		
Original GOAL from prior year LCAP:	<p>Goal 3: Develop and sustain a school program that provides rich opportunities for all stakeholders, especially students and their families to engage with the school, and take part in the on-going improvement and enrichment of the school culture and academic program.</p> <p>3E: Increase in co-curricular activities</p>		<p>Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__</p> <p>Local : Specify _____</p>	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL		

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase number of students participating in co-curricular activities by 10% over previous year baseline</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Unfortunately, the number of students participating in co-curriculars after school dropped significantly due to poor programming of the service provider. Participation in school clubs remains strong.</p>
<p>LCAP Year: 2014-15</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>
<p>Continue to develop, expand co-curricular activities for all students</p>	<p>School leaders will revise daily, weekly schedule, secure staff to provide expanded opportunities for student co-curricular activities</p> <p>Funding Source: \$147,000, LCFF</p>	<p>The school offers a number of co-curricular activities to students:</p> <ul style="list-style-type: none"> ○ Sports ○ Tech Bridge, a science program for girls ○ Book Club ○ Writing Club ○ GSA ○ Beta Club ○ Dance ○ Coding Club 	<p>Funding Source: \$147,000, LCFF</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>Development, implementation of new Personal Learning Plan to include individual student goals in co-curricular program</p>	<p>School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth.</p> <p>Funding Source: <i>\$6,000, Other State Revenue</i></p>	<p>School leaders and select teachers did collaborate this past year to refine the Personal Learning Plan, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth.</p>	<p>Assistant Principal</p> <p>Funding Source: \$8,000, Other State Revenue</p> <p>One Professional Development</p> <p>Funding Source: \$5,700, Other State Revenue</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue development of co-curricular leadership and community service opportunities for students		Activity leaders, coaches, as well as other school staff will design and implement opportunities for students to engage in community service Funding Source: \$15,000 , Other State Revenue	The Beta Club engages in community service. For example, students in the Beta Club tutor children at other schools. They have also visited hospital patients.	Teacher Advisors Funding Source: \$15,000, Other State Revenue
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
Increase opportunities for teachers, other staff to lead co-curricular activities		School leaders will design school day, staff responsibilities in such a way to encourage school staff to	Grade level chairs' main responsibility is to increase opportunities for teachers and other staff to lead co-curricular activities. All clubs are led by teachers.	Grade Level Leadership Increments Funding Source: \$5,000, Other

		lead, support co-curricular activities		State Revenue
		Funding Source: \$6,000 , Other State Revenue		
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		1) Begin to collect data re the number of students participating in co-curricular activities each year		
Original GOAL from prior year LCAP:	Goal 4: Ensure that the particular goals and targets of the school which help the school achieve its mission by successfully serving students and families who have not found success in traditional comprehensive schools 4A: Reach a score of "Proficient" on the ACE schoolwide Culture Rubric		Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL		

Expected Annual Measurable Outcomes:	School scores Proficient on year-end culture audit	Actual Annual Measurable Outcomes:	The school did not score proficient. The school is currently in culture improvement.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Further development, refinement of ACE Schoolwide Culture Rubric and audit procedures	Schoolwide Culture rubric as well as all protocols and procedures to collect data around school culture and respond to areas of need Funding Source: \$11,000 , Other State Revenue	The central office continues to refine and improve the Schoolwide Culture rubric as well as all protocols and procedures to collect data around school culture and respond to areas of need.	School Achievement Manager Funding Source: \$20,000, Other State Revenue
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Integration of culture rubric scores into school leader evaluations	School Principal will	While the central office continues to refine and improve the Schoolwide Culture rubric, the Principal	Principal

	<p>continue to refine, improve Schoolwide Culture processes, and will include those in evaluation for all school leaders</p> <p>Funding Source: \$3,500 , Other State Revenue</p>	<p>has integrated rubric results into school leader evaluations.</p>	<p>Funding Source: \$4,500, Other State Revenue</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Budgeted Expenditures</p>	<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Estimated Actual Annual Expenditures</p>
<p>Professional development for all staff on elements of rubric, as well as key techniques and teaching strategies to enhance schoolwide, individual student performance in meeting school culture standards</p>		<p>Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all</p>	

	<p>teachers and staff to meet expectations for School Culture Rubric</p> <p>Funding Source: \$105,000 , Other State Revenue</p>		Revenue
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Development of “look and feel” elements of campus that reflect priorities of school culture rubric and track schoolwide performance on quarterly audits	<p>School Principal will continue to refine, improve Schoolwide Culture processes, and will include those in evaluation for all school leaders</p> <p>Funding Source: \$3,500 , Other</p>	<p>School culture goes beyond the school culture rubric. For example, maintaining a positive school culture is incorporated into staff roles and responsibilities. School culture is also part of staff goals and is included in all staff evaluations.</p>	<p>Funding Source: \$6,000, Other State Revenue</p>

		<i>State Revenue</i>			
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		None			
Original GOAL from prior year LCAP:	Goal 4: Ensure that the particular goals and targets of the school which help the school achieve its mission by successfully serving students and families who have not found success in traditional comprehensive schools		Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__		
	4B: All students have active Personal Learning Plans to ensure that they are growing toward college and career readiness		Local : Specify _____		
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	100% of students have active, complete Personal Learning Plan		Actual Annual Measurable Outcomes:	100% of students have Personal Learning Plans. PLPs can be strengthened by more meaningful and consistent implementation.	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		

		Budgeted Expenditures			Estimated Actual Annual Expenditures
Development, implementation of new Personal Learning Plan so students, families, and teachers can track student growth		<p>School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth.</p> <p>Funding Source: \$6,000 , Other State Revenue</p>	School leaders and select teachers did collaborate this past year to refine the Personal Learning Plan, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth.		Funding Source: \$6,000, Other State Revenue
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Development, implementation of new Advisory curriculum to ensure connection between Advisory program, individual student goals for college, career readiness</p>	<p>School leaders will work with staff to ensure that Advisory program is implemented successfully, and that data is collected to measure effectiveness of program and drive on-going improvements</p> <p>Funding Source: <i>\$5,000 , Other State Revenue</i></p>	<p>Staff received training over summer, which focused on personal learning plans, efficient use of homeroom time, and the Advisory Program. Depending on what has been observed over the course of the school year, staff also receives training throughout the year. For example, there have been trainings on how to have one-on-ones with students, on the advisory protocol, etc.</p> <p>To support teacher implementation of the Advisory Program, each teacher has a manager (one of the school administrators) with whom they check-in on a weekly basis. Managers help teachers troubleshoot issues.</p> <p>Currently, student surveys are used to measure program effectiveness.</p>	<p>Assistant Principal</p> <p>Funding Source: \$8,000, Other State Revenue</p> <p>One Professional Development Day</p> <p>Funding Source: \$5,700, Other State Revenue</p>
<p>Scope of service:</p>	<p>Budgeted Expenditures</p>	<p>Scope of service:</p>	<p>Estimated Actual Annual Expenditures</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>Professional development for teachers around teaching, curriculum development strategies to enhance student habits of mind and work that promote college, career readiness</p>	<p>Teachers and support staff will take part in weekly dedicated time for professional development that will focus on preparing all teachers and staff to effectively teach habits of mind and work through core curricula and co-curriculars</p> <p>Funding Source: \$105,000 , Other State Revenue</p>	<p>Teachers and support staff take part in dedicated time for professional development that focuses on preparing all teachers and staff to effectively teach habits of mind and work through core curricula and co-curriculars</p>	<p>Funding Source: \$105,000, Other State Revenue</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ol style="list-style-type: none"> 1) Provide all staff with PD that revisits the purpose of the Advisory Program. 2) Provide teachers with PD around implementation of Personal Learning Plans. 3) Develop a protocol for measuring the effectiveness of the Advisory Program. 		

Original GOAL from prior year LCAP:	<p>Goal 4: Ensure that the particular goals and targets of the school which help the school achieve its mission by successfully serving students and families who have not found success in traditional comprehensive schools</p> <p>4C: All interested parents participate in parent leadership training</p>	<p>Related State and/or Local Priorities: 1__ 2 <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__</p> <p>Local : Specify _____</p>	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	10% more parents participate in leadership training over baseline	Actual Annual Measurable Outcomes:	All interested parents continue to participate in leadership training.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Design and launch of summer parent leadership training		External consultants will work with parent leaders to provide protocols for parent leadership, coaching/feedback on implementation	0
		The school did not launch a summer parent leadership training this past year	

		Funding Source: \$5,000 , Other State Revenue		
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
On-going parent leadership seminars for existing, new leader during school year		Assistant Principal will work with parents on an ongoing basis to provide training, coaching, and support for parents in developing school and community leadership Funding Source: \$3,000 , Other State Revenue	The Dean of Students has worked with parents on an ongoing basis to provide training, coaching, and support for parents in developing school and community leadership	Dean of Students Funding Source: \$7,000, Other State Revenue
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional development for school leaders, staff around encouraging, supporting parents in leadership development	School leaders will have time throughout the summer and school year to engage in professional development to ensure that staff provides support for parents in leadership development Funding Source: \$9,000 , Other State Revenue	Non-teaching staff supports parents in their leadership development efforts. The school leader works with PACT (People Acting in Community Together), a grassroots organization that empowers people to be advocates in their communities, to create a scope and sequence for parent leadership trainings.	Partnership with PACT Funding Source: \$9,000, Other State Revenue
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
Increased emphasis on promoting parent leadership opportunities to all families		<p>School leaders will have time throughout the summer and school year to engage in professional development to ensure that staff provides support for parents in leadership development</p> <p>Funding Source: \$9,000 ,Other State Revenue</p>	School leaders have not engaged in professional development to ensure that staff provides support for parents in leadership development	0
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR:			OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In order to make the list of actions and services for next year more manageable for school leadership, the school will focus on two actions and services that support parent leadership training.			

Original GOAL from prior year LCAP:	Goal 4: Ensure that the particular goals and targets of the school which help the school achieve its mission by successfully serving students and families who have not found success in traditional comprehensive schools		Related State and/or Local Priorities: 1__ 2 <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__	
	4D: Development of measurement system for “non-cognitive skills” i.e. college/career readiness		Local : Specify _____	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	75% of students participate in curricula explicitly designed to improve non-cognitive skills	Actual Annual Measurable Outcomes:	100% of students participate in curricula explicitly designed to improve non-cognitive skills	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Implementation of new web-based curricula (Brainology, etc.)		School leaders will ensure that web-based curricula for non-cognitive skill development is included in Advisory program Funding Source:	The Advisory Program incorporates the following web-based curricula for non-cognitive skill development: <ul style="list-style-type: none"> ○ Brainology – a blended learning program that teaches students about the brain functions, learns and remembers, and how it grows when the exercise it ○ Road trip nation – a program that empowers students to map their interests to future pathways 	Implementation of Brainology and Road Trip Nation by College Readiness Manager Funding Source: \$15,000,

		\$10,000, Other State Revenue		Other State Funding	
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Inclusion of non-cognitive skills development and goals in revised Personal Learning Plan	School leaders and select teachers will collaborate to revamp and refine the Personal Learning Plan template, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth. Funding Source: \$6,000, Other State Revenue	School leaders and select teachers did collaborate this past year to refine the Personal Learning Plan, as well as the protocols and classroom practices designed to maximize personalization and impact on student academic growth.	One Day of Professional Development for All Staff Funding Source: \$6,000, Other State Revenue		

Scope of service:			Scope of service:		
<u>X</u> ALL			<u>X</u> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
	Budgeted Expenditures		Estimated Actual Annual Expenditures		
<p>Increased communication with families around importance of non-cognitive skills in preparing for college, career success</p>	<p>School leaders will have time throughout the summer and school year to engage in professional development to ensure that parents are given opportunities to learn about role of non-cognitive skills in preparing for college success</p> <p>Funding Source: <i>\$9,000, Other State Revenue</i></p>	<p>School leaders will carve out time this summer to engage in professional development to ensure parents are given opportunities to learn about the role of non-cognitive skills in preparing for college success.</p>	<p>0</p>		

Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ol style="list-style-type: none"> 1) Provide all staff with PD that revisits the purpose of the Advisory Program. 2) Provide new teachers with PD around implementation of Personal Learning Plans. 3) Develop a protocol for measuring the effectiveness of the Advisory Program. 	
Original GOAL from prior year LCAP:	Goal 4: Ensure that the particular goals and targets of the school which help the school achieve its mission by successfully serving students and families who have not found success in traditional comprehensive schools 4E: Increase college ambition among students, families	Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	100% of students participate in curricula designed to improve college readiness	Actual Annual Measurable Outcomes:	100% of students participate in curricula designed to improve college readiness
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Increase access to college knowledge through co-curricular activities such as college field trips, visiting speakers, etc.</p>	<p>School leaders as well as other school staff will design and implement opportunities for students to engage in college field trips, etc. as part of every students' experience at school</p> <p>Funding Source: \$15,000, Other State Revenue</p>	<p>Grade level chairs meet in grade level teams every week to discuss opportunities for students to engage in college field trips, for students to have visiting speakers, etc. Currently, the goal is to have one college trip per grade level per year.</p>	<p>Field Trips</p> <p>Funding Source: \$18,386, Other State Revenue</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Include activities explicitly designed to increase college ambition in "Culture Calendar" events</p>		<p>School leaders will design and implement opportunities for students to share academic work, take part</p>	

	in community-wide celebrations, events, etc. Funding Source: <i>\$10,500, Other State Revenue</i>	<input type="radio"/> Math Night <input type="radio"/> Literacy Night	Other State Revenue
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1) Ensure all students have at least one college field trip each year.		
Original GOAL from prior year LCAP:	Goal 4: Ensure that the particular goals and targets of the school which help the school achieve its mission by successfully serving students and families who have not found success in traditional comprehensive schools 4F: Improve outreach to target students and families (i.e. students who are struggling in traditional district schools)		Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	ALL	

Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	Increase number of previously low-performing new students by 10% over baseline	Actual Annual Measurable Outcomes:	The vast majority of the school's new students are low-performing.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue active outreach to local community-based organizations who serve families, children in crisis	<p>School leaders, other staff will work to collaborate with community-based organizations focused on needs of youth, families in crisis (i.e. City of San Jose, local churches, mental health organizations, etc.)</p> <p>Funding Source: \$3,000, Other State Revenue</p>	Beginning in January, school leaders and staff visit high poverty neighborhoods, churches, social service agencies, and shopping centers that are frequented by ACE's target student population in order to recruit students for the upcoming year. They also attend various community resource fairs.	<p>Principal and Assistant Principal Time</p> <p>Funding Source: \$4,500, Other State Revenue</p>
Scope of		Scope of	

service:			service:		
<u>X</u> ALL			<u>X</u> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
Professional development for school leaders and staff in community outreach best practices		School leaders will have time throughout the summer and school year to engage in professional development to ensure that they know and can implement best practices for community outreach, with specific focus on reaching families in crisis Funding Source: \$9,000, Other State Revenue	Over the summer, staff revisits the ACE mission and reviews its recruitment message for prospective families. Staff also discusses how to make connections with prospective families and engages in some role plays in preparation for their outreach efforts.		One Day of Professional Development Funding Source: \$9,000, Other State Revenue
Scope of service:			Scope of service:		
<u>X</u> ALL			<u>X</u> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Further deepen collaboration between school staff, parent leaders in identifying, reaching out to target students	School leaders will have time throughout the summer and school year to engage in professional development to ensure that they know and can implement best practices for community outreach, with specific focus on reaching families in crisis Funding Source: <i>\$9,000, Other State Revenue</i>	Over the summer, staff revisits the ACE mission and reviews its recruitment message for prospective families. Staff also discusses how to make connections with prospective families and engages in some role plays in preparation for their outreach efforts.	Assistant Principal Time Funding Source: \$13,700, Other State Revenue
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Continuing to build collaboration with Alum Rock Union Elementary School District to identify, reach out to target students		School leaders will work on on-going basis with District staff to develop protocols, processes for identifying, connecting with students who fit ACE target student profile Funding Source: <i>\$1,100, Other State Revenue</i>	Recruitment Team Time Funding Source: \$1800, Other State Revenue
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a		Given that the vast majority of the school's student population is low-performing, there is not a	

result of reviewing past progress
and/or changes to goals?

need for this goal. Therefore, the school will eliminate this goal going forward.

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

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>618,152</u>
<p>In 2015-16, ACE Empower Academy will receive \$618,152 in supplemental and concentration funds to be used for unduplicated students. In Empower's case, the school's unduplicated students are largely low-income students. In fact, 96% of the students are socio-economically disadvantaged. To this end, ACE Empower will use supplemental and concentration funds to continue certain 2014-15 activities and services in 2015-16:</p> <ul style="list-style-type: none"> • Teacher Salary Increases – In 2014-15, after a comprehensive study of the market, ACE concluded that its salaries for credentialed teachers were not competitive with area schools. As a result, it increased the salary band for credential teachers by 10% in February 2015. To continue to recruit and retain high quality teachers, ACE will maintain the salary band increase • BTSA – The school will support new teachers in their efforts to obtain a clear credential • Support for English Language Learners – Based on stakeholder feedback, the school will continue to provide professional development; coaching for school leaders and teachers to support ELLs • Math Consultant – The school will provide teachers with a math consultant who will support teachers' implementation of CCSS-aligned math curriculum • CCSS-focused Summer Professional Development – The school will provide staff with CCSS-focused summer 	

professional development to support the ongoing implementation of CCSS-based curricula and assessments

- Student Engagement System Professional Development – Based on stakeholder feedback regarding student discipline, the school will continue to provide professional development for all staff around the Student Engagement System
- Co-curriculars – Based on stakeholder input, the school will increase and improve co-curricular offerings in order to introduce low-income students to other disciplines
- Enhance Student Habits of Mind and Work – The school will provide professional development to teachers to equip them with strategies to enhance student habits of mind and work that promote college, career readiness
- College Field Trips – The school will increase college field trip offerings in order to expose low-income students to college and to a world beyond their neighborhood
- External Coach – The school leader(s) will have an external coach to support ongoing implementation of a CCSS-based curriculum

In addition to continuing to fund some 2014-15 activities and services, the 2015-16 supplemental and concentration funds will also be used to fund the following new activities and services:

- Provide all teachers with a prep period each day – The prep period will provide teachers with time to plan, to reflect and to collaborate with each other in order to develop specific strategies for increasing the academic achievement of the school's low-income students
- Community Engagement Manager – School leaders will work with a Community Engagement Manager to improve parent/family outreach and to increase parent/family engagement

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

25.37	%
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For 2015-16, ACE Empower Academy calculates its Minimum Proportionality Percentage (MPP) to be 25.37% for its unduplicated student count of Low-Income, English Learner, and Foster Youth students. As mentioned in Section 3A, virtually all of Empower’s students are unduplicated students, as 96% of the students are socio-economically disadvantaged. The MPP serves as the benchmark that the school will use to demonstrate whether its plan is increasing and/or improving services to unduplicated students as compared to services for all students. Based on the services outlined in Section 3, Part A, ACE Empower Academy will exceed the MPP. In fact, Empower is planning to spend over \$691,000 to increase and/or improve services for its low-income 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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).