

Introduction:

LEA: Achieve Academy **Contact (Name, Title, Email, Phone Number):** Lucy Schmidt, Principal, lschmidt@efcps.net, (415) 734-6845 **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

| Involvement Process | Impact on LCAP |
|---|---|
| December 2014-April 2015 (during staff meetings) Staff: Present academic, climate, and culture data Identify needs/priorities from data Review previous site plan and charter revision’s implementation plans | Feedback clarified priorities. |
| December 2014-April 2015 (during monthly FLC meetings and biweekly | Survey feedback clarified priorities for families |

community meetings)
Family Leadership Council and Community Meetings:
Present academic, climate, and culture data
Identify needs/priorities from data
Review previous site plan and charter revision's implementation plans

March 9, 2015
Instructional Leadership Team:
Present the 15/16 budget assumptions to understand constraints
Discuss enrollment/ADA and how it affects budget
Review use of 14/15 budget of current investments

April 2015
Family Leadership Council and Community Meeting:
Identified investment priorities based on budget assumptions for 15/16 and budget investments for 14/15

March 2015- April 2015
Instructional Leadership Team:
Review 15/16 Site Plan Drafts
Clarify support documents (e.g. professional development, etc.) for next year

January 2015-April 2015
Students (including a focus on subgroups of Arabic speaking students, mam speaking students, Black and African American students, and Spanish speaking students):
Review priorities and gather feedback
Conduct survey in small group and 1-on-1 settings with assistance of mental health clinician intern

December 2014
Students and Families:
Shared data during Student Success Night, steps taken by school, and gathered ideas for supports

Survey feedback clarified priorities for staff. Aligned site plan (priorities and implementation plan)with budget.

Survey feedback clarified priorities for staff. Aligned site plan (priorities and implementation plan)with budget.

Site Plan Revised, Completed, and Submitted to CAO.

Clarified priorities for students, Site Plan Revised

Clarified priorities

Annual Update:

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).

Action/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?

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| GOAL 1: | <p>Curriculum: All teachers will access and implement engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study, including math, science, social studies, English language development and language arts.</p> | <p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p> | |
| Identified Need : | <p>Increase the number of children making targeted growth in reading Increase the number of children making targeted growth in Common Core ELA Standards Increase the number of children making targeted growth in Common Core Math Standards Provide and maintain basic services for schools and students</p> | | |
| Goal Applies to: | Schools: Achieve Academy | Applicable Pupil Subgroups: | ALL |
| LCAP Year 1: 2015-16 | | | |
| Expected Annual Measurable Outcomes: | <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups). Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups). Each year, the school will meet EFC curricular requirements.</p> | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| 1. MyMath > Purchase standards-aligned math curriculum K-5. | School-wide | <input checked="" type="checkbox"/> All OR: _____ | 1. 13,106 Title I |

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| <p>2. ELA, Core Ready, K-1 Phonics > Purchase standards-aligned phonics and reading comprehension curriculum K-5.</p> <p>3. Leveled Libraries > Purchase guided reading text sets, grade level texts, and leveled classroom libraries to support the independent, instructional, and grade level literacy work K-5.</p> | | <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>2. 5,000 Title I</p> <p>3. 5,000 Title I</p> |
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LCAP Year 2: 2016-17

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year, the school will meet EFC curricular requirements.</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|--------------------|---|---|
| <p>1. Maintain current curricular materials for math, ELA, science and social studies, including student consumables, classroom libraries, guided reading book sets, grade level texts.</p> <p>2. Purchase curriculum to enhance standards-aligned curricular implementation.</p> | <p>School-wide</p> | <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1. 15,000 Title I</p> <p>2. 10,000 Title I</p> |

LCAP Year 3: 2017-18

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| Expected Annual Measurable Outcomes: | <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year, the school will meet EFC curricular requirements.</p> |
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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>1. Maintain current curricular materials for math, ELA, science and social studies, including student consumables, classroom libraries, guided reading book sets, grade level texts.</p> <p>2. Purchase curriculum to enhance standards-aligned curricular implementation.</p> | School-wide | <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1. 16,000 Title I</p> <p>2. 11,000 Title I</p> |

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

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| GOAL 2: | Technology: All teachers and students have access to 21st century technology and personalized learning opportunities. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify |
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| Identified Need : | Ensure adequate internet bandwidth Increase quantity and quality of devices and instructional technology to ensure a strong 21st century instructional program Acquire and implement strong software to promote personalized learning |
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| Goal Applies to: | Schools: <u>Achieve Academy</u> Applicable Pupil Subgroups: <u>ALL</u> |
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LCAP Year 1: 2015-16

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| Expected Annual Measurable Outcomes: | Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups). Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups). Each year, the school will meet EFC facilities requirements. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|-----------------------|
| 1. iReady > Renew blended learning software to provide students with personalized literacy-based learning opportunities. | School-wide | <input checked="" type="checkbox"/> All | 1. 5,000 Title I |
| | | OR: | 2. 9,586 LCFF |
| | | <input type="checkbox"/> Low Income pupils | 3. 9,043 LCFF |
| | | <input type="checkbox"/> English Learners | |
| 2. Chromebooks > Purchase additional Chromebooks to | | <input type="checkbox"/> Foster Youth | 4. 53,700 LCFF |

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| <p>support student access to tech-based learning opportunities.</p> <p>3. Teacher Computers > Ensure all classroom teachers have dedicated laptops to deliver 21st century instruction and access digital curricular, communication and collaboration tools.</p> <p>4. Technology Infrastructure > Enhance broadband access across the school facility so all students and instructors can seamlessly access wifi.</p> | | <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
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LCAP Year 2: 2016-17

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year, the school will meet EFC facilities requirements.</p> |
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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>1. Ensure all technology is current and upgraded to support learning software</p> <p>2. Ensure high-quality blended learning software is acquired/renewed to support personalize learning</p> | <p>School-wide</p> | <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1. 40,000 LCFF</p> <p>2. 30,000 LCFF</p> |

LCAP Year 3: 2017-18

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year, the school will meet EFC facilities requirements.</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|--------------------|--|---|
| <p>1. Ensure all technology is current and upgraded to support learning software</p> <p>2. Ensure high-quality blended learning software is acquired/renewed to support personalize learning</p> | <p>School-wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1. 41,000 LCFF</p> <p>2. 31,000 LCFF</p> |

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

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| GOAL 3: | Staffing: All teachers will be appropriately assigned and fully credentialed to support a high-quality, broad course of study. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify |
|---------|---|---|

Identified Need : Ensure all teachers are highly qualified

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Each year, 95% teachers will rate as Highly Qualified

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|-----------------------|
| 1. Teacher-Art > Staff school-wide visual arts program | School-wide | <input checked="" type="checkbox"/> All | 1. 139,478 LCFF |
| 2. Teacher-Music > Staff school-wide music program | | OR: | 2. 99,816 LCFF |
| 3. Ensure all core teachers are hired and rate highly qualified. (Salaries represented in expenditure) | | <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 3. 1,707,859 Base |

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Each year, 95% teachers will rate as Highly Qualified

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|-----------------------|
| 1. Ensure broad course of study is supported by high-quality staff. | School-wide | <input checked="" type="checkbox"/> All | 1. 240,000 LCFF |
| 2. Ensure all core teachers are hired and rate highly | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners | 2. 1,710,000 Base |

| qualified. (Salaries represented in expenditure.) | | _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
|--|---|--|--------------------------------------|
| LCAP Year 3: 2017-18 | | | |
| Expected Annual Measurable Outcomes: | Each year, 95% teachers will rate as Highly Qualified | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| 1. Ensure broad course of study is supported by high-quality staff. 2. Ensure all core teachers are hired and rate highly qualified. (Salaries represented in expenditure.) | School-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | 1. 250,000 LCFF 2. 1,750,000 Base |

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

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| GOAL 4: | Professional Development: All teachers receive high-quality professional development aligned to high priority instructional practices that positively impacts student academic achievement and social-emotional development. | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify |
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| Identified Need : | Ensure all teachers receive regular, high-quality instructional coaching, site-based professional development, and structured collaboration time |
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| Goal Applies to: | Schools: Achieve Academy |
| | Applicable Pupil Subgroups: ALL |

LCAP Year 1: 2015-16

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| Expected Annual Measurable Outcomes: | Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups). Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups). |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|-------------------------|
| 1. PD Food | School-wide | <input checked="" type="checkbox"/> All | 1. 2,000 Base |
| 2. Principal and AP Training > Site administrators receive personalized training in key instructional leadership competencies. | | OR: | 2. 1,800 Other Title II |
| | | <input type="checkbox"/> Low Income pupils | 2. 2,000 Title I |
| | | <input type="checkbox"/> English Learners | 3. 3,000 Title I |
| | | <input type="checkbox"/> Foster Youth | 4. 54,258 LCFF |
| 3. Fisher and Frey Online PD > Teachers in grades 3-5 receive targeted professional development on instructional practices using complex text | | <input type="checkbox"/> Redesignated fluent English proficient | 5. 3,768 LCFF |
| | | <input type="checkbox"/> Other Subgroups: | 6. 4,214 LCFF |
| | | (Specify) | 7. 15,825 LCFF |
| 4. Art Consultant > Our visual art teacher receives | | | |

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| <p>support around curriculum development and instructional practices. Induction Coach > All new teachers receive year 1 and year 2 BTSA support to ensure strong foundational practices are in place.</p> <p>5. Specialized PD > Teachers will attend professional development opportunities matched to teacher goals</p> <p>6. Teacher Evaluation Tool > All teachers receive feedback from students through the Tripod survey.</p> <p>7. Grade Level Chair > Stipends provided for grade level leads to assist in site-based decision making and to lead the development of grade level teams.</p> <p>8. Data Champion > Stipend provided to a data lead to build teacher capacity in accessing and utilizing data to drive instruction.</p> <p>9. Math Coach 3-5, ELA Coach 3-5 > All teachers receive individualized coaching in math and literacy instruction.</p> | | | <p>8. 754 LCFF</p> <p>9. 153, 333 Title I</p> |
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LCAP Year 2: 2016-17

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|-----------------------|
| 1. Provide ongoing, personalized professional | School- | <input checked="" type="checkbox"/> All | 1. 75,862 LCFF |

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| <p>development for both teachers and site leaders through outside PD, conferences, coaching, teacher leadership opportunities, collaboration, and professional development meetings.</p> | <p>wide</p> | <p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | |
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LCAP Year 3: 2017-18

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|--------------------|--|-----------------------|
| <p>1. Provide ongoing, personalized professional development for both teachers and site leaders through outside PD, conferences, coaching, teacher leadership opportunities, collaboration, and professional development meetings.</p> | <p>School-wide</p> | <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | <p>1. 77,000 LCFF</p> |

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

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| GOAL 5: | Family Services: Empower families to participate in decisions regarding implementation of curriculum, school culture, and community engagement. | Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
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Identified Need : Establish and refine multiple family outreach and engagement structures

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

LCAP Year 1: 2015-16

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| Expected Annual Measurable Outcomes: | Each year, 90% of families will participate in at least one report card conference per year. Each year, the average daily attendance is will be 95% or higher. Each year, less than 10% of all students will be chronically absent. Each year, no more 0% of enrolled students will be expelled. Each year, the student responses on the SCAI Survey, Domain 7, will average 3.5 or higher. Each year, the teacher responses on the SCAI Survey, Domain 7, will average 3.5 or higher. Each year, the family responses on the SCAI Survey, Domain 7, will average 3.5 or higher. |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|-----------------------|
| EBAC Family Support > Partner with East Bay Agency for Children to provide support services to families in need. | School-wide | <input checked="" type="checkbox"/> All | 1. 45,000 Title I |
| Student Recruitment - Fun Days > Host community events to provide opportunities for prospective families to learn more about Achieve as a school option for their children. | | OR: | 2. 3,768 LCFF |
| | | <input type="checkbox"/> Low Income pupils | 3. 1,507 LCFF |
| | | <input type="checkbox"/> English Learners | 4. 7,536 LCFF |
| | | <input type="checkbox"/> Foster Youth | 5. 4,365 LCFF |
| Bus Passes > Ensure our most financially impacted families have the means to attend school. | | <input type="checkbox"/> Redesignated fluent English proficient | 6. 3,014 LCFF |
| | <input type="checkbox"/> Other Subgroups: (Specify) | | |

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| <p>Uniform purchasing > Support families with accessing school uniforms for their children.</p> <p>Blackboard > Provide timely all-family communications on all key events and other important information.</p> <p>FLC Liaison > Stipend a parent leader to participate in the org-wide Family Lead Committee that informs org-wide decision making.</p> | | | |
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LCAP Year 2: 2016-17

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|---|---|
| <p>Expected Annual Measurable Outcomes:</p> | <p>Each year, 90% of families will participate in at least one report card conference per year.</p> <p>Each year, the average daily attendance is will be 95% or higher.</p> <p>Each year, less than 10% of all students will be chronically absent.</p> <p>Each year, no more 0% of enrolled students will be expelled.</p> <p>Each year, the student responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the teacher responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the family responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|--------------------|--|--|
| <p>1. Invest in key structures to ensure all families have access to key information and basic support to ensure students can attend school.</p> <p>2. Maintain structures that seek to promote family participation in site-based decision making, aligned to the school's academic and social emotional development goals.</p> | <p>School-wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1. 17,000 LCFF 2. 5,000 LCFF</p> |

LCAP Year 3: 2017-18

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| Expected Annual Measurable Outcomes: | <p>Each year, 90% of families will participate in at least one report card conference per year.</p> <p>Each year, the average daily attendance is will be 95% or higher.</p> <p>Each year, less than 10% of all students will be chronically absent.</p> <p>Each year, no more 0% of enrolled students will be expelled.</p> <p>Each year, the student responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the teacher responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the family responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> |
|--------------------------------------|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|--|
| <p>1. Invest in key structures to ensure all families have access to key information and basic support to ensure students can attend school.</p> <p>2. Maintain structures that seek to promote family participation in site-based decision making, aligned to the school's academic and social emotional development goals.</p> | School-wide | <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1. 17,500 LCFF</p> <p>2. 5,500 LCFF</p> |

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

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| GOAL 6: | Response to Interventions: Implement a rigorous Response to Intervention model to address the Tier 1, Tier 2, and Tier 3 academic, behavioral and social needs of all students. | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify |
|---------|--|--|

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| Identified Need : | Ensure struggling readers receive high quality Tier 2 academic interventions. Implement strong Tier 2 and Tier 3 social, behavioral and academic interventions. Ensure all students' academic, social and behavioral needs are adequately served. |
|-------------------|---|

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| Goal Applies to: | Schools: <u>Achieve Academy</u> <hr style="border-top: 1px dashed black;"/> Applicable Pupil Subgroups: <u>ALL</u> |
|------------------|---|

LCAP Year 1: 2015-16

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|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups). Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups). |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |
|--|------------------|---|--|-----------------------|
| 1. SES Provider > Contract with educational services to support the academic needs of our struggling students. | School-wide | <input checked="" type="checkbox"/> All | 1. 37,759 Title I | |
| 2. EBAC ASES > Provide extended instructional programming after school services to support students struggling academically. | | OR: | <input type="checkbox"/> Low Income pupils | 2. 112,500 Other ASES |
| | | <input type="checkbox"/> English Learners | 3. 454,718 SPED | |
| | | <input type="checkbox"/> Foster Youth | 3. 193,050 Base | |
| | | <input type="checkbox"/> Redesignated fluent English proficient | 4. 37,851 Title III | |

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| <p>3. SPED > Contract with Seneca to ensure that the academic, behavioral and social emotional needs of Tier 3 students are supported and compliant with California Ed Code.</p> <p>4. Supportive (Extra Services from Seneca), Academic Intervention Specialist > Contract with Seneca and internal interventionist to provide Tier 2 behavioral, social-emotional, and academic support to meet our students' needs.</p> <p>5. Assessment > Invest in org-wide assessment system o help identify students that require extra support either by the classroom teacher or external provider. * Amplify * NWEA * Student Assessment CC Aligned</p> <p>6. Summer School > Provide a 5-week extended literacy-based summer program for our K-3 struggling readers.</p> <p>7. TK Aide > Provide structured student academic and social emotional support in our TK classroom.</p> | | <p>_ Other Subgroups: (Specify)</p> | <p>4. 147,149 Base</p> <p>5. 11,184 Title I</p> <p>6. 37,679 LCFF</p> <p>7. 19,138 LCFF</p> |
|---|--|---|---|

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).

Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).

Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).

Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|--------------------|--|--|
| <p>1. Contract with academic services to ensure that the Tier 1, Tier 2, and Tier 3 academic, social-emotional and behavioral needs are effectively supported.</p> <p>2. Ensure robust progress-monitoring is in place to accurately understand the impact of services.</p> | <p>School-wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1. 55,000 LCFF 2. 5,000 LCFF</p> |

LCAP Year 3: 2017-18

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| Expected Annual Measurable Outcomes: | <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> |
|--------------------------------------|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|--|
| <p>1. Contract with academic services to ensure that the Tier 1, Tier 2, and Tier 3 academic, social-emotional and behavioral needs are effectively supported.</p> <p>2. Ensure robust progress-monitoring is in place to accurately understand the impact of services.</p> | School-wide | <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1. 56,000 LCFF</p> <p>2. 6,000 LCFF</p> |

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

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| GOAL 7: | <p>English Language Learners: All English language learners receive high-quality, targeted language instruction that supports consistent and effective English language development.</p> | <p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p> |
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| Identified Need : | <p>Identify and implement high quality ELD assessment and curriculum</p> <p>Provide differentiated English language instruction to target the needs of ELs</p> <p>Ensure all ELs make adequate gains in English language development</p> |
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| Goal Applies to: | Schools: Achieve Academy | |
| | Applicable Pupil Subgroups: | English Learners |

LCAP Year 1: 2015-16

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| Expected Annual Measurable Outcomes: | <p>Each year, the percent of ELs meeting the federal Title III AMAO1 annual English language growth requirement will meet or exceed the federal target.</p> <p>Each year, the percents of EL students scoring proficient overall on the California English language assessment will increase by at least 2% year-to-year or at least 50% of EL students will score proficient overall.</p> |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|-----------------------|
| 1. EL Achieve > Purchase E.L. Achieve supplemental curriculum to ensure all classrooms K-5 implement the program. | School-wide | <input 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) | 1. 5,000 Title III |
| 2. ELD Training > Provide curriculum- and standards-based training on designated ELD. | | | 2. 5,000 Title III |
| 3. CELDT > Implement state ELD test to ensure specific needs of English learners are identified and curriculum implementation supports identified needs. | | | 3. 1,507 LCFF |
| 4. ELD Lead > Stipend and ELD Lead to work with site leadership and teacher teams to identify and scale best English Language development instructional practices | | | 4. 1,507 LCFF |

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Each year, the percent of ELs meeting the federal Title III AMAO1 annual English language growth requirement will meet or exceed the federal target.
 Each year, the percents of EL students scoring proficient overall on the California English language assessment will increase by at least 2% year-to-year or at least 50% of EL students will score proficient overall.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|--------------------------------|
| 1. Ensure all EL support providers have access to rigorous, engaging, standards-aligned curriculum that supports the differentiated needs of all ELs. 2. Ensure there are professional development and assessment structures in place to drive strategic implementation of curriculum, strong differentiation practices, and instructional support to all practitioners. | School-wide | _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | 1. 2,000 LCFF 2. 1,500 LCFF |

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: Each year, the percent of ELs meeting the federal Title III AMAO1 annual English language growth requirement will meet or exceed the federal target.
 Each year, the percents of EL students scoring proficient overall on the California English language assessment will increase by at least 2% year-to-year or at least 50% of EL students will score proficient overall.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|--------------------------------|
| 1. Ensure all EL support providers have access to rigorous, engaging, standards-aligned curriculum that supports the differentiated needs of all ELs. 2. Ensure there are professional development and assessment structures in place to drive strategic implementation of curriculum, strong differentiation practices, and instructional support to all practitioners. | School-wide | _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | 1. 2,500 LCFF 2. 1,500 LCFF |

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

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| GOAL 8: | School Climate: All students attend school in a safe, engaging and nurturing environment. | Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
|---------|--|--|

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| Identified Need : | All students feel safe at school Increase the level and quality of student engagement in learning Ensure all students enjoy participating in the school's course of study |
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| Goal Applies to: | Schools: <u>Achieve Academy</u> Applicable Pupil Subgroups: <u>ALL</u> |
|------------------|---|

LCAP Year 1: 2015-16

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| Expected Annual Measurable Outcomes: | Each year, 90% of families will participate in at least one report card conference per year. Each year, the average daily attendance is will be 95% or higher. Each year, less than 10% of all students will be chronically absent. Each year, no more 0% of enrolled students will be expelled. Each year, the student responses on the SCAI Survey, Domain 7, will average 3.5 or higher. Each year, the teacher responses on the SCAI Survey, Domain 7, will average 3.5 or higher. Each year, the family responses on the SCAI Survey, Domain 7, will average 3.5 or higher. |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|-----------------------|
| 1. PE Supplies > Provide all students with physical education equipment to provide opportunities to promote a culture centered on healthy fitness habits. | School-wide | <input checked="" type="checkbox"/> All | 1. 7,536 LCFF |
| | | OR: | 2. 7,536 LCFF |
| | | <input type="checkbox"/> Low Income pupils | 3. 6,500 Title I |
| | | <input type="checkbox"/> English Learners | 4. 3,881 LCFF |
| | | <input type="checkbox"/> Foster Youth | 4. 18,000 Title I |
| 2. Other Food > Provide incentives and rewards for positive student behavior and academic growth. | | <input type="checkbox"/> Redesignated fluent English proficient | |

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| <p>3. Fieldtrips (line items 3 and 4) > Provide adequate funds for students to broaden their learning experience through participation in rich experiential field trips and increasing student engagement in relevant learning.</p> <p>4. National Equity Project > Provide development opportunities for all staff focused on the inner and outer work required to fulfill our equity mission. Support staff development of cultural competency.</p> <p>5. Staff Culture Lead > Stipend a role to lead initiatives that support positive school-wide culture.</p> <p>6. Student Culture Lead > Stipend a role to support student voice and leadership in site-based decision making.</p> <p>7. Staff Leadership Council > Stipend a role to serve as a liaison between our staff and the broader EFC organization and provide input in org-wide decision making.</p> <p>8. CEP-Sub > Fund a role to promote positive and safe campus-wide culture.</p> <p>9. Dean > Hires staff to support students' strong attendance by establishing strong family relationships and setting a culture of academic achievement.</p> | | <p>_ Other Subgroups: (Specify)</p> | <p>5. 1,000 Base</p> <p>6. 1,000 Base</p> <p>7. 3,014 LCFF</p> <p>8. 95,528 LCFF</p> <p>9. 62,848 Base</p> |
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LCAP Year 2: 2016-17

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| Expected Annual Measurable Outcomes: | <p>Each year, 90% of families will participate in at least one report card conference per year.</p> <p>Each year, the average daily attendance is will be 95% or higher.</p> <p>Each year, less than 10% of all students will be chronically absent.</p> <p>Each year, no more 0% of enrolled students will be expelled.</p> <p>Each year, the student responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the teacher responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the family responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> |
|--------------------------------------|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|-----------------------|
| <p>1. Ensure staff and structures are in place to ensure site meets its enrollment and daily attendance targets.</p> <p>2. Expand and deepen course offerings to promote development of the whole child and develop an environment in which all students can thrive.</p> <p>3. Ensure staff and student structures are in place to analyze, reflect upon, and improve schoolwide culture and climate.</p> | School-wide | <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | 1-3. 120,000 LCFF |

LCAP Year 3: 2017-18

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|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | <p>Each year, 90% of families will participate in at least one report card conference per year.</p> <p>Each year, the average daily attendance is will be 95% or higher.</p> <p>Each year, less than 10% of all students will be chronically absent.</p> <p>Each year, no more 0% of enrolled students will be expelled.</p> <p>Each year, the student responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the teacher responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the family responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> |
|--------------------------------------|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|-----------------------|
| <p>1. Ensure staff and structures are in place to ensure site meets its enrollment and daily attendance targets.</p> <p>2. Expand and deepen course offerings to promote development of the whole child and develop an environment in which all students can thrive.</p> <p>3. Ensure staff and student structures are in place to analyze, reflect upon, and improve schoolwide culture and climate.</p> | School-wide | <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | 1-3. 125,000 LCFF |

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

| | | |
|---------|--|---|
| GOAL 9: | <p>Basic Services: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities and services.</p> | <p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p> |
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| Identified Need : | <p>Ensure all basic services are adequately addressed</p> <p>Improve the quality of the learning environment</p> |
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| Goal Applies to: | <p>Schools: Achieve</p> <p>Applicable Pupil Subgroups: ALL</p> |
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LCAP Year 1: 2015-16

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|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | <p>Each year, the school will meet EFC curricular requirements</p> <p>Each year, the school will meet EFC facilities requirements</p> <p>Each year, the school will meet EFC course access requirements</p> |
|--------------------------------------|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|-----------------------|
| 1. Custodial Supplies | School-wide | <input checked="" type="checkbox"/> All | 1. 20,000 Base |
| 2. Instructional Materials > Basic needs | | OR: | 2. 50,000 Base |
| 3. Gas and Electric, Water > Utilities | | <input type="checkbox"/> Low Income pupils | 3. 84,000 Base |
| 4. Copiers | | <input type="checkbox"/> English Learners | 4. 36,150 Base |
| 5. OUSD Rent, Repairs & Maintenance Building > Facility and maintenance | | <input type="checkbox"/> Foster Youth | 5. 18,0027 Base |
| 6. Illuminate | | <input type="checkbox"/> Redesignated fluent English proficient | 6. 6,990 Base |
| 7. Substitutes | | <input type="checkbox"/> Other Subgroups: (Specify) | 7. 15,000 Base |

LCAP Year 2: 2016-17

| | |
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| Expected Annual Measurable Outcomes: | Each year, the school will meet EFC curricular requirements |
| | Each year, the school will meet EFC facilities requirements |
| | Each year, the school will meet EFC course access requirements |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|-----------------------|
| 1. Ensure all facilities, maintenance, and basic services needs are met. | School-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 1. 400,000 Base |

LCAP Year 3: 2017-18

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|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | Each year, the school will meet EFC curricular requirements |
| | Each year, the school will meet EFC facilities requirements |
| | Each year, the school will meet EFC course access requirements |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|-----------------------|
| 1. Ensure all facilities, maintenance, and basic services needs are met. | School-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 1. 405,000 Base |

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

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

| | | |
|---------------------------------------|---|--|
| Original GOAL 1 from prior year LCAP: | Use of Standards aligned instructional materials and strategies | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify |
|---------------------------------------|---|--|

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|------------------|-----------------------------|-----|
| Goal Applies to: | Schools: Achieve Academy | |
| | Applicable Pupil Subgroups: | ALL |

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|--------------------------------------|--|------------------------------------|--|
| Expected Annual Measurable Outcomes: | An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY 5% increase in the number of students who score at average or higher on the NWEA ELA 5% increase in the number of students who score at average or higher on the NWEA Math 100% HQT compliant 95% completed evaluations | Actual Annual Measurable Outcomes: | DRA: 13-14 EOY: 67% on track 14-15 T2: 47% on track MAP ELA 13-14 EOY: 48% on track 14-15 EOY: TBD MAP Math 13-14 EOY: 54% on track 14-15 EOY: TBD 100% HQT 100% completed evaluations |
|--------------------------------------|--|------------------------------------|--|

| LCAP Year: 2014-15 | | | |
|--|-----------------------|---|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1. Purchase guided reading libraries for guided reading 2. Purchase class sets of texts for close reading and shared reading 3. Purchase nonfiction resources other Common-Core aligned instructional resources to enable teachers to develop Common Core aligned units of study | \$76,200 | E.L. Achieve material Leveled libraries | \$46,896 |
| | Title I | | 4000-4999: Books And Supplies LCFF |
| | | | \$18,952 |
| | | | 4000-4999: Books And Supplies Title III |

| | | | |
|--|---|--|--|
| <p>4. Purchase ELA and Math software licenses for blended learning rotations 5. Purchase CC-aligned benchmark assessments in ELA and Math</p> | | | <p>\$18,557 4000-4999: Books And Supplies Base</p> |
| <p>Scope of Service School-wide</p> <hr/> <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>Scope of Service School-wide</p> <hr/> <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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>This year we implemented guided reading across all grades. While we had some struggles in K/1, we saw strong growth in reading in grades 2-5. We also implemented designated ELD K-5. Next year we are implementing the Core Ready K-5 ELA curriculum and the MyMath K-5 math curriculum to serve as a foundation for strong standard-aligned instruction.</p> | | |

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

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

| | | | |
|--|---|--|---|
| Original GOAL 2 from prior year LCAP: | Increased Access to Technology | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: Achieve Academy Applicable Pupil Subgroups: ALL | | |
| Expected Annual Measurable Outcomes: | An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY 5% increase in the number of students who score at average or higher on the NWEA ELA 100% HQT compliant 95% completed evaluations | Actual Annual Measurable Outcomes: DRA: 13-14 EOY: 67% on track 14-15 T2: 47% on track MAP ELA 13-14 EOY: 48% on track 14-15 EOY: TBD MAP Math 13-14 EOY: 54% on track 14-15 EOY: TBD 100% HQT 100% completed evaluations | |
| LCAP Year: 2014-15 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1. Purchase teacher laptops 2. Purchase student devices, laptop carts, headphones, access points, internet security, switches, routers, and a firewall to fully implement blended learning across all classrooms 3. Provide all teachers with Google training and transition school to | LCFF \$43,600 | Students Chromebooks and teachers' laptop Cisco routers Technology support staff Internet connectivity | \$30,856 4000-4999: Books And Supplies LCFF \$3,559 2000-2999: Classified Personnel Salaries LCFF \$30,294 5000-5999: Services And Other Operating Expenditures LCFF |

| | | | |
|--|--|--|---|
| Google for email and content management 4. Resource technology support | | | \$5,591 4000-4999: Books And Supplies Other EdTech Voucher \$13,230 2000-2999: Classified Personnel Salaries Title I \$11,206 4000-4999: Books And Supplies Other |
| Scope of Service School-wide <hr/> <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) | | Scope of Service School-wide <hr/> <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) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | We have invested in technology across the school including increasing student devices and improving wifi broadband access. We have implemented blended learning and will set clear usage targets next year to ensure all students have the opportunity to receive personalized instruction in reading. | | |

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

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

| | | |
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| Original GOAL 3 from prior year LCAP: | Staff Development and Professional Collaboration | Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify |
| Goal Applies to: | Schools: Achieve Academy Applicable Pupil Subgroups: ALL | |
| Expected Annual Measurable Outcomes: | <p>An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY</p> <p>5% increase in the number of students who score at average or higher on the NWEA ELA</p> <p>5% increase in the number of students who score at average or higher on the NWEA Math</p> <p>50% of ELLs must gain one proficiency level</p> <p>Decrease in the percentage of students with lower than 90% attendance by 50%</p> <p>90% will report feeling emotionally and physically safe AND connected to peers and adults at school</p> | <p>Actual Annual Measurable Outcomes:</p> <p>DRA: 13-14 EOY: 67% on track 14-15 T2: 47% on track</p> <p>MAP ELA 13-14 EOY: 48% on track 14-15 EOY: TBD</p> <p>MAP Math 13-14 EOY: 54% on track 14-15 EOY: TBD</p> <p>CELDT 14-15: percent of ELs gaining one proficiency level: 48%</p> <p>Chronic absence rate: 14-15 YTD: 9%</p> <p>SCAI 14-15: percent of students reporting feeling emotionally and physically safe: 84% 14-15: percent of students reporting feeling connected to peers and adults at school: 97%</p> |
| LCAP Year: 2014-15 | | |
| Planned Actions/Services | | Actual Actions/Services |
| | Budgeted Expenditures | Estimated Actual Annual Expenditures |

| | | | |
|---|--|---|--|
| <p>1. Resource a full-time ELA/ELD coach and a full-time Math coach to provide targeted Common Core coaching to teachers in identified high priorities instructional practices (Academic discourse, guided reading, ELD, writing)</p> <p>2. Implement summer planning institute for all teachers for planning Common Core aligned units of study and for professional development in the high priority instructional practices</p> <p>3. Provide stipends to grade level chairs for facilitating and leading Common Core planning and inquiry on assessment data</p> <p>4. Contract the West Contra Costa Math Coach Consortium to train math coaches, do targeted academic walkthroughs with the leadership team to analyze math practice and to do targeted workshops on Common Core math standards</p> | <p>\$260,000</p> <hr/> <p>Title I</p> | <p>Grade Level Chair</p> <p>Summer Planning stipend</p> <p>Math Coach</p> <p>Phil & Drew</p> | <p>\$34,510 1000-1999: Certificated Personnel Salaries LCFF</p> <hr/> <p>\$7,916.00 5000-5999: Services And Other Operating Expenditures Title I</p> <hr/> <p>\$178,709 1000-1999: Certificated Personnel Salaries Title I</p> <hr/> <p>\$6,270 1000-1999: Certificated Personnel Salaries Other</p> |
| <p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><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> | <p>Next year we will be investing in increased coaching to ensure that each of our teachers receives high-quality math and literacy coaching. Our professional develop will focus around working with complex text and fostering academic discourse.</p> | | |

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

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

| | | |
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| Original GOAL 4 from prior year LCAP: | Foundational School Personnel | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify |
| Goal Applies to: | Schools: Achieve Academy Applicable Pupil Subgroups: ALL | |
| Expected Annual Measurable Outcomes: | <p>An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY</p> <p>5% increase in the number of students who score at average or higher on the NWEA ELA</p> <p>5% increase in the number of students who score at average or higher on the NWEA Math</p> <p>50% of ELLs must gain one proficiency level</p> <p>Decrease in the percentage of students with lower than 90% attendance by 50%</p> <p>90% will report feeling emotionally and physically safe AND connected to peers and adults at school</p> <p>75% of parents will rate Achieve as High-Middle or High in the areas of: Leadership Decisions Community Relations Attitude and Culture Learning/Assessment</p> <p>At least 80% of Teachers will report that they agree or strongly agree that Achieve Academy is a safe school environment</p> | <p>Actual Annual Measurable Outcomes:</p> <p>DRA: 13-14 EOY: 67% on track 14-15 T2: 47% on track</p> <p>MAP ELA 13-14 EOY: 48% on track 14-15 EOY: TBD</p> <p>MAP Math 13-14 EOY: 54% on track 14-15 EOY: TBD</p> <p>CELDT 14-15: percent of ELs gaining one proficiency level: 48%</p> <p>Chronic absence rate: 14-15 YTD: 9%</p> <p>SCAI 14-15: percent of students reporting feeling emotionally and physically safe: 84% 14-15: percent of students reporting feeling connected to peers and adults at school: 97% 14-15: percent of teachers rating Achieve as High-Middle or High in the areas of: * Leadership Decisions: 76% * Community Relations: 86% * Attitude and Culture: 81% * Learning/Assessment: 84%</p> |

| | | 14-15: percent of teachers reporting that they agree or strongly agree that Achieve Academy is a safe school environment: 94% | |
|--|--|--|---|
| LCAP Year: 2014-15 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Ensure school is staffed appropriately to achieve goals identified | LCFF \$3,100,000 | Cep Sub & Dean | \$36,152 1000-1999: Certificated Personnel Salaries LCFF |
| Staffing – | | | \$57,707.00 2000-2999: Classified Personnel Salaries LCFF |
| <ul style="list-style-type: none"> • Teachers • Principal • Assistant Principal • Custodians • Food service workers • School Service Assistants • Office Managers • Operations Leads • Aides • Substitutes | | | |
| Scope of Service | School-wide | Scope of Service | School-wide |
| <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? | This year we resources a music and art program and strengthened our technology program. These offerings have dramatically improved the course of study available at our school. We will work next year to develop more robust science learning opportunities for our students. | | |

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

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

| | | |
|---------------------------------------|--|---|
| Original GOAL 5 from prior year LCAP: | Auxiliary Services for students and parents | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify |
| Goal Applies to: | Schools: Achieve Academy Applicable Pupil Subgroups: ALL | |
| Expected Annual Measurable Outcomes: | <p>An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY</p> <p>5% increase in the number of students who score at average or higher on the NWEA ELA</p> <p>5% increase in the number of students who score at average or higher on the NWEA Math</p> <p>50% of ELLs must gain one proficiency level</p> <p>90% will report feeling emotionally and physically safe AND connected to peers and adults at school</p> <p>75% of parents will rate Achieve as High-Middle or High in the areas of: Leadership Decisions Community Relations Attitude and Culture Learning/Assessment</p> <p>At least 80% of Teachers will report that they agree or strongly agree that Achieve Academy is a safe school environment</p> <p>Decrease in the percentage of students with lower than 90% attendance by 50%</p> | <p>Actual Annual Measurable Outcomes:</p> <p>DRA: 13-14 EOY: 67% on track 14-15 T2: 47% on track</p> <p>MAP ELA 13-14 EOY: 48% on track 14-15 EOY: TBD</p> <p>MAP Math 13-14 EOY: 54% on track 14-15 EOY: TBD</p> <p>CELDT 14-15: percent of ELs gaining one proficiency level: 48%</p> <p>SCAI 14-15: percent of students reporting feeling emotionally and physically safe: 84% 14-15: percent of students reporting feeling connected to peers and adults at school: 97% 14-15: percent of teachers rating Achieve as High-Middle or High in the areas of: * Leadership Decisions: 76% * Community Relations: 86% * Attitude and Culture: 81% * Learning/Assessment: 84% 14-15: percent of teachers reporting that they agree or strongly agree that Achieve Academy is a safe school environment: 94%</p> |

| | |
|--|--|
| | Chronic absence rate: 14-15 YTD: 9% |
|--|--|

LCAP Year: 2014-15

| Planned Actions/Services | | Actual Actions/Services | |
|---|-----------------------|--|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p>1. Resource a East Bay Agency for Children to facilitate and manage a Family Resource Center and to work with the site leadership on supporting struggling families (case management)</p> <p>2. Resource a positive school climate coordinator to manage schoolwide culture systems and lead the effort to address chronic absenteeism</p> <p>3. Contract an organization like the Parent Teacher Home Visit project to train teachers in home visits and stipend teachers to do home visits</p> <p>4. Contract an organization like the National Equity Project to facilitate diversity training for the staff and coach leadership on developing a strong collaborative learning community amongst staff</p> <p>5. Resource Art, Music and Technology teachers</p> | <p>LCFF \$340,000</p> | <p>EBAC</p> <p>National Equity project</p> <p>Parent Home Visit Project, Art, Consultant, National Equity Project</p> <p>Art Teacher</p> | <p>34,700 5000-5999: Services And Other Operating Expenditures Title I</p> <p>\$26,300</p> <p>5000-5999: Services And Other Operating Expenditures Title III</p> <p>\$9,430.00 5000-5999: Services And Other Operating Expenditures LCFF</p> <p>\$86,771.00 1000-1999: Certificated Personnel Salaries Base</p> |
| <p>Scope of Service: School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service: School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |

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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? | We have done substantial work to engage parents in site-based decision making. We have partnered with National Equity Project to build our collective cultural competency. Many of our teachers conducted home visits. We've hosted many events and site planning engagement discussions with a large turnout of families. We will continue with these initiatives to build on these successes. | | |

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

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

| | | |
|---------------------------------------|---|--|
| Original GOAL 6 from prior year LCAP: | Targeting services and programs to lowest-performing student groups | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify |
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| Goal Applies to: | Schools: Achieve Academy ----- Applicable Pupil Subgroups: ALL |
|------------------|--|

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| Expected Annual Measurable Outcomes: | <p>An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY</p> <p>5% increase in the number of students who score at average or higher on the NWEA ELA</p> <p>5% increase in the number of students who score at average or higher on the NWEA Math</p> <p>90% will report feeling emotionally and physically safe AND connected to peers and adults at school</p> <p>Decrease in the percentage of students with lower than 90% attendance by 50%</p> | Actual Annual Measurable Outcomes: | |
|--------------------------------------|---|------------------------------------|--|

LCAP Year: 2014-15

| Planned Actions/Services | | Actual Actions/Services | |
|--|---------------------------|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1. Resource reading interventions to provide targeted push in and pullout interventions to students not making targeted growth on the DRA 2. Implement class size reduction in grades K-3 (24 or lower) to facilitate greater instruction in students' ZPD for students not making targeted growth on the DRA 3. Contract a Supplemental | LCFF \$230,000 Title I | NWEA Seneca -Supportive service Sylvan tutoring Service | \$5,514 5000-5999: Services And Other Operating Expenditures Other Ed Tech Voucher \$158,403 5000-5999: Services And Other Operating Expenditures LCFF \$54,914 5000-5999: Services And Other Operating Expenditures Title I |

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|--|---|-------------|--|--|------------------|-------------|--|
| Educational Services provider to provide tutoring/intervention | | | \$1,567 5800: Professional/Consulting Services And Operating Expenditures Base \$30,000 5000-5999: Services And Other Operating Expenditures Title I | | | | |
| <table border="1"> <tr> <td style="background-color: #cccccc;">Scope of Service</td> <td>School-wide</td> </tr> </table> <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) | Scope of Service | School-wide | | <table border="1"> <tr> <td style="background-color: #cccccc;">Scope of Service</td> <td>School-wide</td> </tr> </table> <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) | Scope of Service | School-wide | |
| Scope of Service | School-wide | | | | | | |
| Scope of Service | School-wide | | | | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | This year we partnered with Seneca to provide all of the Tier 2 services at our site. We are staffing academic interventionists next year to take on the Tier 2 academic interventions in reading, while the Seneca team will coordinate services and provide Tier 3 interventions. | | | | | | |

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

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

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| Original GOAL 7 from prior year LCAP: | English Language Learners | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify |
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| Goal Applies to: | Schools: Achieve Academy | Applicable Pupil Subgroups: English Learners |
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|--------------------------------------|---|------------------------------------|---|
| Expected Annual Measurable Outcomes: | <p>An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY</p> <p>5% increase in the number of students who score at average or higher on the NWEA ELA</p> <p>5% increase in the number of students who score at average or higher on the NWEA Math</p> <p>50% of ELLs must gain one proficiency level</p> | Actual Annual Measurable Outcomes: | <p>DRA: 13-14 EOY: 67% on track (67% ELs) 14-15 T2: 47% on track (40% ELs)</p> <p>MAP ELA 13-14 EOY: 48% on track (30% ELs) 14-15 EOY: TBD</p> <p>MAP Math 13-14 EOY: 54% on track (40% ELs) 14-15 EOY: TBD</p> <p>CELDT 14-15: percent of ELs gaining one proficiency level: 48%</p> |
|--------------------------------------|---|------------------------------------|---|

LCAP Year: 2014-15

| Planned Actions/Services | | Actual Actions/Services | |
|--|-----------------------|--|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1. Contract EL Achieve to train teachers in Systematic ELD 2. Purchase and implement Systematic ELD and Discussions4Learning curricula 3. Provide an ELD stipend for an ELD lead teacher | \$20,000 Title III | ELA Training conference Grade Level Stipend | \$2,813 5000-5999: Services And Other Operating Expenditures LCFF \$2,252 5000-5999: Services And Other Operating Expenditures Other Title II \$5,635 5000-5999: Services And Other Operating Expenditures Title I |

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|--|-------------|--|--|--|
| | | | | \$11,235 1000-1999: Certificated Personnel Salaries LCFF |
| Scope of Service | School-wide | | Scope of Service | School-wide |
| <input 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) | | | <input 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) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | This year we implemented a designated LED program K-5. Next year we will work to deepen the implementation, developing instructional practices around language functions, vocabulary development and oral language production. | | |

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

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

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| Original GOAL 8 from prior year LCAP: | Special Education and Response to Intervention | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: Achieve Applicable Pupil Subgroups: ALL | | |
| Expected Annual Measurable Outcomes: | <p>An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY</p> <p>5% increase in the number of students who score at average or higher on the NWEA ELA</p> <p>5% increase in the number of students who score at average or higher on the NWEA Math</p> <p>90% will report feeling emotionally and physically safe AND connected to peers and adults at school</p> <p>Decrease in the percentage of students with lower than 90% attendance by 50%</p> | <p>Actual Annual Measurable Outcomes:</p> <p>DRA: 13-14 EOY: 67% on track 14-15 T2: 47% on track</p> <p>MAP ELA 13-14 EOY: 48% on track 14-15 EOY: TBD</p> <p>MAP Math 13-14 EOY: 54% on track 14-15 EOY: TBD</p> <p>SCAI 14-15: percent of students reporting feeling emotionally and physically safe: 84% 14-15: percent of students reporting feeling connected to peers and adults at school: 97%</p> <p>Chronic absence rate: 14-15 YTD: 9%</p> | |
| LCAP Year: 2014-15 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1. Contract Seneca Center to manage and provide Special Education services | SPED \$480,000 | Seneca Center | \$474.045 5000-5999: Services And Other Operating Expenditures SPED |

| | | | |
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| <p>2. Contract Seneca Center to facilitate a Response to Intervention System in manage the COST (Coordination of Services Team) process</p> <p>3. Contract Seneca Center to provide an Unconditional Learning Coach that trains teachers in PBIS, coaches teachers in tier 1 SEL and behavioral interventions and supports the site leadership around school culture and climate</p> | | | |
| <p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><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> | <p>Next year we will continue our Seneca partnership focusing their services around coordination of academic, behavioral, and social-emotional services and providing Tier 3 support.</p> | | |

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

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: | \$789,855 |
| Achieve Academy's supplemental and concentration grant funding is estimated at \$789,855 as of the Governor's January proposed budget using the FCMAT Calculator version 16.1c. Achieve Academy continues to focus funding on decisions that allow for rigorous curriculum, more targeted multi-tiered support for students, a broad course of study for all students, targeted professional development opportunities for all teachers, a positive school climate that fosters continuous improvement, and continued greater emphasis on personalized learning through blended learning and differentiated instruction particularly in English language arts. With these focuses in mind, funding resources have been aligned to personnel, materials and programs that increase services for target subgroups. Resource alignment is derived from stakeholder feedback. | |

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.

| | |
|--|---|
| 15.6 | % |
| 1 | |
| As outlined in Section 3 A., increased funding will allow Achieve Academy to continue to improve targeted and differentiated instruction using technology, materials, personnel and programs at the estimated minimum proportionality ratio of 15.61%. | |

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).