Introduction:

LEA: Learning Without Limits Elementary School   **Contact (Name, Title, Email, Phone Number):** Leo Fuchs, Principal, lfuchs@efcps.net, 510-220-2460   **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
Jan 2015-Mar 2015 January 30, 2015 Staff Retreat HPIP Survey developed with LT in February and March LT Meetings HPIP Survey Administered March 25, 2015 HPIP Survey Results Analyzed by LT March - April 2015	Present academic, climate, and culture data to LT and faculty Staff retreat including conversations about school priorities including HPIPs Identify needs/priorities identified by the data Survey of Staff re HPIPs Discussion of High Priority Instructional Practices and PD priorities based on data
February 26, 2015, March 5, 2015, March 26, 2015	Budget Priorities significantly informed by parent meetings

Family Leadership Council Present academic data Identify needs/priorities identified by the data Jan 2015 - Apr 2015 January 30, 2015 Staff Retreat HPIP Survey developed with LT in February and March LT Meetings HPIP Survey Administered March 25, 2015 HPIP Survey Results Analyzed by LT March - April 2015 Mar 2014 - Apr 2014 Classified Staff Weekly Staff Meetings March 2014 - April 2014 Students, parents and staff SCAI Survey	Instructional Leadership Team Analysis of survey data from teachers regarding wide range of issues discussed at January Retreat, including HPIPs Development of HPIP survey HPIP survey data analysis Decided HPIPs for 14-15, developed professional development plan Aligned annual plan and budget with new priorities and implementation plan Decided positions to move forward with and positions to add; clarified investments and priorities Discussion of academic data and budget priorities. Need for Family Resource Coordinator supported Distribution of survey to students, parents and staff. Student desire for more ownership led to brainstorming about expanding student leadership opportunities.
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?

	Curriculum:	Related State and/or Local Priorities:
GOAL 1:	All teachers will access and implement engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study, including math, sciene, social studies, English language development and language arts.	1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	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

Goal Applies to:	Schools: Learning Without Limits	
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2015-16

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 curricular requirements.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Purchase basic instructional materials > Purchase basic instructional materials to support LWL's	School-wide	X All OR:	1. 65,705 LCFF

instructional program in language arts, including guided reading book, grade level texts, and science curriculum consumables. 2. MyMath (1 of 4 payments) > Purchase a standards-aligned math curriculum K-5 to provide base materials for strong math implementation. 3. Accelerated Reader > Renew contract to provide progress monitoring tools for student independent reading and promote student motivation and persistence in making consistent progress in reading. 4. After School Supplies > Ensure after school programs have adequate curricular supplies and supporting materials to provide engaging academic extension services for all participating students. 5. RAZ Kids > Renew contract to provide our youngest readers with targeted curriculum to match their independent reading levels and promote student motivation to make consistent progress in reading.	_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2. 13,824 LCFF 3. 3,413 LCFF 4. 1,500 Other ASES 5. 1,707 LCFF

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). Each year, the school will meet EFC curricular requirements.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain current curricular materials for math, ELA, science and social studies, including student consumables, classroom libraries, guided reading book sets, grade level texts. 2. Purchase curriculum to enhance standards-aligned curricular implementation.	School-wide	X All – – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1-2. 86,000 LCFF

LCAP Year 3: 2017-18

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 curricular requirements.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain current curricular materials for math, ELA, science and social studies, including student consumables, classroom libraries, guided reading book sets, grade level texts. 2. Purchase curriculum to enhance standards-aligned curricular implementation.	School-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1-2. 88,000 LCFF

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

GOAL 2:	Technology: All teachers and students have access to 21st century technology and personalized learning opportunities.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Ensure adequate internet bandwidth Increase quantity and quality of devices and instructional technology to ensure a strong 21st century instructional program Aquire and implement strong software to promote personalized learning

Goal Applies to:	Schools: Learning Without Limits
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2015-16

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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Computer Lab > Enhance computer lab by acquiring updated computers and supplemental equipment. 2. COMPUTER ACCESSORIES > Upgrade student laptops to ensure that all are reliably functioning and can	School-wide	X All – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth	1. 45,200 LCFF 2. 44,213 LCFF 3a. 15,360 LCFF 3b. 11,947 LCFF

support assessment and blended learning software 3. Blended learning contracts and support: renew contracts to provide students with personalized learning opportunities: > ST Math > iReady > Blended Learning Lead > stipend to provide ongoing support to teachers on blended learning implementation > Exit Ticket		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3c. 5,000 Base 3d. 2,560 LCFF

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). Each year, the school will meet EFC facilities requirements.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure all technology is current and upgraded to support learning software 2. Ensure high-quality blended learning software is acquired/renewed to support personalize learning	School-wide	X All – – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1-2. 120,000 LCFF

LCAP Year 3: 2017-18

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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure all technology is current and upgraded to support learning software 2. Ensure high-quality blended learning software is acquired/renewed to support personalize learning	School-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1-2. 125,000 LCFF

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

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 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Ensure all teachers are highly qualified

Goal Applies to:	Schools: Learning Without Limits
	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. Ensure all core staff are hired and rate highly qualified. Expenditure reflects core teacher salaries.	School-wide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1. 965,844 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 all core staff are hired and rate highly qualified. Expenditure reflects core teacher salaries.	School-wide	X All - - - - - - - - - - OR: Low Income pupils English Learners	1. 970,000 Base

		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 all core staff are hired and rate highly qualified. Expenditure reflects core teacher salaries.	School-wide	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1. 975,000 Base

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

	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 X 5 _ 6 _ 7 _ 8 X
GOAL 4:		COE only: 9 _ 10 _ Local : Specify

Identified Need :	Ensure all teachers receive regular, high-quality instructional coaching, site-based professional development, and structured collaboration time

Goal Applies to:	Schools: Learning Without Limits
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-16

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. Literacy Coach, Math Coach > All teachers receive individualized coaching in math and literacy instruction. 2. Teacher Evaluation Tool - $4/student > All teachers receive feedback from students through the Tripod Survey. 3. BTSA Provider - Teacher Coach > All new teachers receive year 1 and year 2 BTSA support to ensure strong foundational practices are in place	School-wide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1. 14,455 Title I 2. 2,949 LCFF 3. 16,000 Title I 4. 17,066 LCFF 5. 13,374 LCFF 6. 8,363 LCFF 6. 3,500 Base 7. 3,000 Base

3. Principal and AP Training > Site administrators receive personalized training in key instructional leadership competencies 4. Other Conferences > Team members receive personalized professional development through attending key conferences 4. Art Coaching > Our visual art teacher receives support around curriculum development and instructional practices. 5. Grade Level Chairs > Our teacher leaders receive stipends to inform site-based decision making and support the development of their colleagues. 6. Instructional Leadership Team Member, Data Champion > Stipend teacher leaders to engage in site-based decision making and provide accurate timely information and key development around best practices in instruction and utilizing data to inform instruction. 7. Any other PD 8. PD Food		7. 2,163 Other Title II 8. 2,949 LCFF

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
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.	School-wide	X All – – – – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1. 45,000 LCFF

LCAP Year 3: 2017-18

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. Provide ongoing, personalized professional development for both teachers and site leaders through outside PD, conferences, coaching, teacher leadership opportunities, collaboration, and professional development meetings.	School-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1. 46,000 LCFF

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

GOAL 5:	Family Services: Elicit and empower family participation in decisions regarding implementation of curriculum, school culture, and community engagement.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Establish and refine multiple family outreach and engagement structures.	
Goal Applies to:	Schools: Learning Without Limits	
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2015-16

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. Parent Coordinator > Hire a coordinator to serve as parent liaison, outreach lead and to facilitate high degree of parent participation in site events. 2. Bus Passes Homeless > Ensure our most financially impacted families have the means to attend school. 3. Buses, Food > Provide opportunities for parents to get involved in the charter petition renewal process. 4. Uniform Purchase > Support families with accessing school uniforms for their children.	School-wide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1. 16,884 LCFF 2. 1,365 LCFF 3. 8,533 LCFF 4. 8,533 LCFF 5. 2,949 LCFF 6. 1,500 Other ASES 7. 1,706 LCFF

5. Blackboard - $4/student > Provide timely all-family communication on all key events and other important information 6. After School Liaison > Hire staff member to serve as a liaison between regular day staff and ASP staff and between families and ASP staff. 7. OCO > Participate in broad-based community organization body, Oakland Community Organization, to engage families in the larger conversation surrounding ed reform in Oakland.			

LCAP Year 2: 2016-17

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. Invest in key structures to ensure all families have access to key information and basic support to ensure students can attend school. 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.	School-wide	X All – – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1-2. 41,000 LCFF

LCAP Year 3: 2017-18

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. Invest in key structures to ensure all families have access to key information and basic support to ensure students can attend school. 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.	School-wide	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1-2. 42,000 LCFF

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

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-emotional needs of all students.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

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.

Goal Applies to:	Schools: Learning Without Limits
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2015-16

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. Oakland Leaf - ASES > Provide extended instructional programming after school services to support students struggling academically. 2. FED SPED-Formula, MH Level 2-Formula, MH Level 1-Formula > Contract with Seneca to ensure that the academic, behavioral and social-emotional needs of our	School-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	1. 109,500 Other ASES 2. 284,949 SPED 2. 170,664 Base 3. 1,024 Title III 3. 23,762 Other ASES

Tier 3 students are supported and compliant with California Ed Code. 3. Supportive (Extra Services from Seneca - funded through concentration and Title III) > Contract with Seneca to provide Tier 2 behavioral, social-emotional, and academic intervention support to support our students' needs. 4. Reading Partners > Renew partnership with RP to support the academic needs of students struggling with literacy. 5. SES > Contract with educational services to support the academic needs of our struggling students. 6. Kinder Aides > Ensure the social-emotional and academic needs of our youngest students are supported through extra staffing. 7. Amplify > Invest in org-wide assessment system to help identify students that require extra support either by the classroom teacher or external provider.		_ Other Subgroups: (Specify)	4. 32,426 LCFF 5. 17,474 Title I 6. 45,019 LCFF 7. 2,420 LCFF

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
1. Contract with academic services to ensure that the	School-	X All _ _ _ _ _ _ _ _ _ _ _	1-2. 81,000 LCFF

Tier 1, Tier 2, and Tier 3 academic, social-emotional and behavioral needs are effectively supported. 2. Ensure robust progress-monitoring is in place to accurately understand the impact of services.	wide	OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	

LCAP Year 3: 2017-18			
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. Contract with academic services to ensure that the Tier 1, Tier 2, and Tier 3 academic, social-emotional and behavioral needs are effectively supported. 2. Ensure robust progress-monitoring is in place to accurately understand the impact of services.	School-wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1-2. 82,000 LCFF

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

GOAL 7:	English Language Learners: All English language learners receive high-quality, targeted language instruction that supports consistent and effective English language development.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Identify and implement high quality ELD assessment and curriculum. Provide differentiated English language instruction to target the needs of ELs. Ensure all ELs make adequate gains in English language devlopment

Goal Applies to:	Schools: Learning Without Limits
	Applicable Pupil Subgroups: English Learners

LCAP Year 1: 2015-16

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. Discussions for Learning > Purchase the D4L curricular to implement designated ELD in grades 3-5. 2. OUSD PD-Sys ELD > Partner with OUSD to ensure access to E.L.Achieve's Systematic ELD program. 3. CELDT > Implement state ELD test to ensure specific needs of English learners are identified and curricular implementation supports identified needs. 4. ELD Lead > Stipend an ELD Lead to work with site leadership and teacher teams to identify and scale best English language development instructional practices.	School-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1. 17,066 LCFF 2. 1,706 LCFF 3. 1,706 LCFF 4. 500 Base

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Each year, the percent of ELs growing at least one proficiency level year-to-year will increase by 2% or meet or exceed the federal Title III 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 X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1-2. 20,000 LCFF

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Each year, the percent of ELs growing at least one proficiency level year-to-year will increase by 2% or meet or exceed the federal Title III 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 X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1-2. 21,000 LCFF

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

GOAL 8:	School Climate: All students attend school in a safe, engaging and nurturing environment.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Goal Applies to:	Schools: Learning Without Limits
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2015-16

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. SSA-196 > Hire staff to support students' strong attendance by establishing strong family relationships and setting a culture of academic achievement. 2. Music Z Sharp > Provide all students with access to music curriculum to ensure that a diversity of student interests are met and nurtured.	School-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	1. 53,771 LCFF 2. 30,719 LCFF 3. 6,826 LCFF 4. 1,000 Base

| 3. Other Food > Provide incentives and rewards for positive student behavior and academic growth

4. 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. | | _ Other Subgroups: (Specify) | |

LCAP Year 2: 2016-17			

| 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. Ensure staff and structures are in place to ensure LWL meets its enrollment and daily attendance targets. 2. Expand and deepen course offerings to promote development of the whole child and develop an environment in which all students can thrive. 3. Ensure staff and student structures are in place to analyze, reflect upon, and improve schoolwide culture and climate.	School-wide	X All ------------ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1-3. 93,000 LCFF

LCAP Year 3: 2017-18			
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. Ensure staff and structures are in place to ensure site meets its enrollment and daily attendance targets. 2. Expand and deepen course offerings to promote development of the whole child and develop an environment in which all students can thrive. 3. Ensure staff and student structures are in place to analyze, reflect upon, and improve schoolwide culture and climate.	School-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1-3. 94,000 LCFF

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

GOAL 9:	Basic Services: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities and services.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Ensure all basic services are adequately addressed Improve the quality of the learning environment

Goal Applies to:	Schools:	Learning Without Limits
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2015-16

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. OUSD Contract > Facility and maintenance 2. Gas and Electric > Utilities 3. Copiers (Contract and overages) > Basic needs 4. Waste > Utilities 5. Water > Utilities 6. Maintenance Items not covered by OUSD > Additional maintenance 7. Transition to Illuminate and cost for Illuminate > Student information system 8. Maintenance materials: classroom	School-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1. 159,063 Base 2. 52,070 Base 3. 16,800 Base 4. 13,781 Base 5. 9,450 Base 6. 5,000 Base 7. 9,320 Base 8. 4,500 Base

LCAP Year 2: 2016-17			
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	X All
		– – – – – – – – – – – –
		OR:
		  Low Income pupils
		  English Learners
		  Foster Youth
		  Redesignated fluent
		English proficient
		  Other Subgroups:
		(Specify)
			1. 270,000 Base

LCAP Year 3: 2017-18			
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	X All – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1. 275,000

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 2 3 4 X 5 6 7 8 X COE only: 9 10 Local : Specify

Goal Applies to:	Schools:	Learning Without Limits
	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 5% increase in the number of students who score at average or higher on the NWEA Math	Actual Annual Measurable Outcomes:	DRA: 13-14 EOY > 68% on track 14-15 T2 > 72% on track 14-15 EOY > TBD MAP ELA 13-14 EOY > 42% on track 14-15 EOY > TBD MAP Math 13-14 EOY > 51% on track 14-15 EOY > TBD

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 4. Purchase ELA and Math software licenses for blended learning rotations 5. Purchase CC-aligned benchmark assessments in ELA and Math	$37,200 Title I Title III	Mind Research books License for Scientific learning Imagine Learning	$20,030 4000-4999: Books And Supplies LCFF $1,024 4000-4999: Books And Supplies Title III $2,282 4000-4999: Books And Supplies Other Title II

6. Integrate field trips into units of study			
Scope of Service School-wide X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		Scope of Service School-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to resource our guided reading program, as we are finding success here. We are researching additional curriculum to purchase or develop in-house to support the proficiency of students' ability to work with complex text. We will purchase a standards-aligned math curriculum.		

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 X 2 X 3 4 X 5 6 7 X 8 X COE only: 9 10 Local : Specify

Goal Applies to:	Schools:	Learning Without Limits
	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% compliant: HQT 95% completed evaluations	Actual Annual Measurable Outcomes:	DRA: 13-14 EOY > 68% on track 14-15 T2 > 72% on track 14-15 EOY > TBD MAP ELA 13-14 EOY > 42% on track 14-15 EOY > TBD MAP Math 13-14 EOY > 51% on track 14-15 EOY > TBD 100% HQT 95% completed evaluation

LCAP Year: 2014-15			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Resource a half time technology instructor 2. Purchase 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 $35,600	Tech Lab Staff Cisco Router lease Internet connectivity Tech support consultant Chromebooks	$25,617 2000-2999: Classified Personnel Salaries LCFF $13,603 4000-4999: Books And Supplies Other $25,248 5700-5799: Transfers Of Direct Costs Other

Google for email and content management 4. Resource technology support			$10,074 2000-2999: Classified Personnel Salaries Other

Scope of Service   School-wide
 	
X All
OR:
  Low Income pupils
  English Learners
  Foster Youth
  Redesignated fluent English proficient
  Other Subgroups: (Specify)
		Scope of Service School-wide
		
		X All
		OR:
		_ Low Income pupils
		_ English Learners
		_ Foster Youth
		_ Redesignated fluent English proficient
		_ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to invest in technology and blended learning, focusing on supporting students to reach usage targets. In the upper grades we will begin to expand pilots in using Google classroom to support writing.		

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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 3 from prior year LCAP:	Staff Development and Professional Collaboration	Related State and/or Local Priorities: 1 2 3 4 X 5 X 6 7 8 X COE only: 9 10 Local : Specify
Goal Applies to:	Schools: Learning Without Limits	
	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 5% increase in the number of students who score at average or higher on the NWEA Math 50% of ELLs must gain one proficiency level 90% will report feeling emotionally and physically safe AND connected to peers and adults at school	Actual Annual Measurable Outcomes:	DRA: 13-14 EOY > 68% on track 14-15 T2 > 72% on track 14-15 EOY > TBD MAP ELA 13-14 EOY > 42% on track 14-15 EOY > TBD MAP Math 13-14 EOY > 51% on track 14-15 EOY > TBD EL 57% of ELLs gained one proficiency level (per AMAO1 on Title III) SCAI: 75% students report feeling emotionally and physically safe 89% students report connected to peers and adults at school

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Resource a 0.75fte ELA/ELD coach and a 0.5 fte Math coach to provide targeted Common Core coaching to teachers in identified high priorities	LCFF $165,144 Title I	ELA/Match Coaches Substitutes Grade Level Chair stipend Math consultant (P&D)	$140,221 1000-1999: Certificated Personnel Salaries Title I $1,785 1000-1999: Certificated

		BTSA Coaching	Personnel Salaries LCFF
instructional practices (Academic discourse, guided reading, ELD, writing) 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 3. Provide stipends to grade level chairs for facilitating and leading Common Core planning and inquiry on assessment data 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			$13,750 5000-5999: Services And Other Operating Expenditures LCFF $6,612 5000-5999: Services And Other Operating Expenditures Other

Scope of Service	School-wide		Scope of Service	School-wide	

X All
OR:
  Low Income pupils
  English Learners
  Foster Youth
  Redesignated fluent English proficient
  Other Subgroups: (Specify)
			X All
			OR:
			_ Low Income pupils
			_ English Learners
			_ Foster Youth
			_ Redesignated fluent English proficient
			_ Other Subgroups: (Specify)		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Literacy coaching and professional development, particularly around ELD moved instruction to more effectively meet the needs of our English language learners. We will continue this work next year. Math coaching was less effective. We will hire a new math coach and work closely to rollout a new math curriculum.

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 4 from prior year LCAP:	Foundational School Personnel	Related State and/or Local Priorities: 1 2 3 4 X 5 X 6 7 8 X COE only: 9 10 Local : Specify

Goal Applies to:	Schools:	Learning Without Limits
	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 5% increase in the number of students who score at average or higher on the NWEA Math 50% of ELLs must gain one proficiency level 90% will report feeling emotionally and physically safe AND connected to peers and adults at school	Actual Annual Measurable Outcomes:	DRA: 13-14 EOY > 68% on track 14-15 T2 > 72% on track 14-15 EOY > TBD MAP ELA 13-14 EOY > 42% on track 14-15 EOY > TBD MAP Math 13-14 EOY > 51% on track 14-15 EOY > TBD EL 57% of ELLs gained one proficiency level (per AMAO1 on Title III) SCAI: 75% students report feeling emotionally and physically safe 89% students report connected to peers and adults at school

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 Staffing –	LCFF $1,789,060	Substitutes	$4,440 1000-1999: Certificated Personnel Salaries LCFF

Teachers Principal Assistant Principal Custodians Food service workers School Service Assistants Office Managers Operations Leads Aides Substitutes			
Scope of Service	School-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	School-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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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 X 4 X 5 X 6 7 8 X COE only: 9 10 Local : Specify
Goal Applies to:	**Schools:** Learning Without Limits	
	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 5% increase in the number of students who score at average or higher on the NWEA Math 50% of ELLs must gain one proficiency level 90% will report feeling emotionally and physically safe AND connected to peers and adults at school 75% of parents will rate LWL as High-Middle or High in the areas of: • Leadership Decisions • Community Relations • Attitude and Culture • Learning/Assessment At least 80% of Teachers will report that they agree or strongly agree that LWL Academy is a safe school environment	Actual Annual Measurable Outcomes:	DRA: 13-14 EOY > 68% on track 14-15 T2 > 72% on track 14-15 EOY > TBD MAP ELA 13-14 EOY > 42% on track 14-15 EOY > TBD MAP Math 13-14 EOY > 51% on track 14-15 EOY > TBD EL 14-15: 57% of ELLs gained one proficiency level (per AMAO1 on Title III) SCAI 14-15: 75% students report feeling emotionally and physically safe 89% students report connected to peers and adults at school Percent of parents rating LWL as High-Middle or High in the areas of: • Leadership Decisions: 89% • Community Relations: 83% • Attitude and Culture: 81% • Learning/Assessment: 94%

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Resource a 0.5 fte Parent Coordinator to implement a Family Resource Center, to lead the Family Leadership Council and the leadership initiative, and to work with the site leadership on supporting struggling families (case management) 2. Contract Playworks to facilitate positive play and facilitate social games during recess and after school 3. Resource a positive school climate coordinator to supportschoolwide culture systems 4. Resource Art teacher and music program 5. Implement Roots of Empathy across third grade	LCFF $238,803	Playwork School Climate Coach Art Teacher Z Sharp Music program	$80,000 5800: Professional/Consulting Services And Operating Expenditures LCFF $75.735 1000-1999: Certificated Personnel Salaries LCFF $20,000 5800: Professional/Consulting Services And Operating Expenditures Base
Scope of Service School-wide X All ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		Scope of Service School-wide X All ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We continue to foster a positive school climate and culture of academic achievement. We will work to find ways to increase student voice and leadership and broaden family engagement in site-based decision making.		

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 X 5 X 6 7 8 X COE only: 9 10 Local : Specify

Goal Applies to:	Schools:	Learning Without Limits
	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 5% increase in the number of students who score at average or higher on the NWEA Math 90% will report feeling emotionally and physically safe AND connected to peers and adults at school	Actual Annual Measurable Outcomes:	DRA: 13-14 EOY > 68% on track 14-15 T2 > 72% on track 14-15 EOY > TBD MAP ELA 13-14 EOY > 42% on track 14-15 EOY > TBD MAP Math 13-14 EOY > 51% on track 14-15 EOY > TBD EL 14-15: 57% of ELLs gained one proficiency level (per AMAO1 on Title III) SCAI 14-15: 75% students report feeling emotionally and physically safe 89% students report connected to peers and adults at school

LCAP Year: 2014-15			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Implement class size reduction in grades K-4(24 or lower) to facilitate greater instruction in students' ZPD for students not making targeted growth	LCFF $970,000	Reading Partners NWEA	$18,000 5800: Professional/Consulting Services And Operating Expenditures Title I

on the DRA 2. Contract Reading Partners to tutor students in the below basic/basic range of performance on the DRA 3. Provide summer intervention for students who are struggling		Reading Interventionist	$4,249 5800: Professional/Consulting Services And Operating Expenditures Other EdTech Voucher $30,015 1000-1999: Certificated Personnel Salaries LCFF
Scope of Service School-wide X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		Scope of Service School-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We continue to fine-tune our interventions system to determine which profile of struggling reader would benefit from which service provider. We have found push in reading intervention support to work well for many students. We will work to use data to measure impact more closely next year.		

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 7 from prior year LCAP:	English Language Learners	Related State and/or Local Priorities: 1 2 3 4 X 5 6 7 8 X COE only: 9 10 Local : Specify

Goal Applies to:	Schools: Learning Without Limits	
	Applicable Pupil Subgroups:	English Learners

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 50% of ELLs must gain one proficiency level	Actual Annual Measurable Outcomes:	DRA: 13-14 EOY > 68% on track (68% ELs) 14-15 T2 > 72% on track (71% ELs) 14-15 EOY > TBD MAP ELA 13-14 EOY > 42% on track (25% ELs) 14-15 EOY > TBD MAP Math 13-14 EOY > 51% on track (35% ELs) 14-15 EOY > TBD EL 14-15: 57% of ELLs gained one proficiency level (per AMAO1 on Title III)

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Work with EL Achieve to train select teachers and literacy coach to support training of faculty 2. Purchase and implement Systematic ELD a 3. Purchase Discussions4Learning curricula	LCFF $10,700	EDS Grade Level Stipend	$330.39 5800: Professional/Consulting Services And Operating Expenditures Other $7,140 1000-1999: Certificated Personnel Salaries LCFF

Scope of Service	School-wide		Scope of Service	School-wide	
_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	While we haven't seen results yet for our ELs on the MAP assessment, we know from last year that there is a large gap between EL performance and performance overall in both math and ELA. We have made strides in addressing the English development needs this year and will continue to prioritize designated ELD and integrated ELD though increased academic discourse.

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 8 from prior year LCAP:	Special Education and Response to Intervention	Related State and/or Local Priorities: 1 2 3 4 <u>X</u> 5 <u>X</u> 6 7 8 <u>X</u> COE only: 9 10 Local : Specify

Goal Applies to:	Schools:	Learning Without Limits
	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 5% increase in the number of students who score at average or higher on the NWEA Math 90% will report feeling emotionally and physically safe AND connected to peers and adults at school	Actual Annual Measurable Outcomes:	DRA: 13-14 EOY > 68% on track 14-15 T2 > 72% on track 14-15 EOY > TBD MAP ELA 13-14 EOY > 42% on track 14-15 EOY > TBD MAP Math 13-14 EOY > 51% on track 14-15 EOY > TBD EL 14-15: 57% of ELLs gained one proficiency level (per AMAO1 on Title III) SCAI 14-15: 75% students report feeling emotionally and physically safe 89% students report connected to peers and adults at school

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 2. Contract Seneca Center to facilitate	$680,000	Seneca Center	$260,233 5800: Professional/Consulting Services And Operating Expenditures Base

a Response to Intervention System in manage the COST (Coordination of Services Team) process 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			$341,168 5800: Professional/Consulting Services And Operating Expenditures SPED

Scope of Service	School- wide		Scope of Service	School-wide	
X All			X All		
OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	While we are still cleaning our office referral data, the SCAI survey indicates that students feel safe at LWL. We have invested heavily in Seneca's Tier 2 and Tier 3 behavioral, social-emotional and academic services. We have seen some success through this partnership both in academic achievement and student well-being. We will work to tighten our data cycles to determined which services are most impactful for which profile of student.

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:	$484,831

Learning Without Limit's supplemental and concentration grant funding is estimated at $484,831 as of the Governor's January proposed budget using the FCMAT Calculator version 16.1c. Learning Without Limits 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.

15.27	%

As outlined in Section 3 A., increased funding will allow Learning Without Limits to continue to improve targeted and differentiated instruction using technology, materials, personnel and programs at the estimated minimum proportionality ratio of 15.27%.

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).

01-13-15 [California Department of Education]