

Introduction:

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

<p>input from their constituency groups.</p> <p>January/February 2015: Board & DAT initiate budget development. *1/15/15 CCLA Governing Council meets Define role of Gov. Council in LCAP development, gather input for survey.</p> <p>February/March 2015: Director of Educational Services administers stakeholder surveys to all parents (English and Spanish), 5th- 12th grade students (English and Spanish), and all district staff, and compiles results. *2/19/15 Discussion of progress toward 14/15 goals and look forward to next year *3/19/15 CCLA Gov. Council meets review of survey results district and CCLA specific Begin to define CCLA goals</p> <p>February/March 2015: DAT (2/2/15), DLT (2/5/15), LCAP Core Committee (2/17/15), and Board (2/17/15) review progress toward 14/15 goals, translate priorities into 15/16 LCAP draft goals, and identify metrics. LCAP Core Committee members report out any input from their constituency groups. February/March 2015: DAT & DLT begin to identify program/service, and personnel needs.</p> <p>March 2015: Director of Educational Services writes draft of 15/16 LCAP priority areas and goals. March 2015: Board (3/17/15), DAT (3/2/15, 3/9/15, 3/16/15, & 3/23/15), DLT (3/5), and LCAP Core Committee (3/12/15) review survey data and review and adjust draft of 15/16 LCAP priority areas and goals. LCAP Core Committee members report out any input from their constituency groups. *4/16/15 CCLA Governing Council meets, planning for parent LCAP presentation gathering of community input for goals</p> <p>April/May/June 2015: Board (6/2/15), DAT, DLT, & LCAP Core Committee (5/11/15) review priority/goal areas, and provide final input/feedback. LCAP Core Committee members report out any input from their constituency groups. Members are reminded of June 2, June 23, & June 30th Board meeting dates, and encouraged/ invited to attend. *5/18/15 Bilingual Parent meeting to present LCAP progress and gather final input for creation of goals</p>	<p>school communication. Parents at CCLA overwhelmingly feel that communicaton is effective, but felt further education and easier access to student information would be beneficial.</p> <ul style="list-style-type: none"> • Survey data and Governing Council input continues to identify increased socio-emotional counseling as a priority. Funding in the LCAP supports this. • Board input identifies the importance of focusing on the ELD program across the district. CCLA's instruction model is centered on bilingual education and staff provides daily ELD. The LCAP supports this with training and materials. • Survey and principal feedback identifies the need for interventions. Increased interventions through intervention classes and the deveopment of an RtI model are included in the LCAP. • Teacher survey data identifies the continuing need for CCSS professional development. This is included in the LCAP. • Parents would like expanded parent education in technology, Spanish/English classes. Parents would like enrichment programs for students as well as math and reading intervention classes. Parents would like to have enrichment classes available to all students. Parents would like the school to work towards having PE every day at the elementary grades. Parents would like funding allocated for field trips. The LCAP includes parent education, reading interventions, arts education and K-5 PE.
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<p>June 23, 2015: Public hearing on LCAP and budget.</p> <p>June 19- June 29: Superintendent responds in writing to LCAP Core Committee and DELAC input.</p>	
<p>Annual Update:</p> <p>August/ September 2014- Board and District Administrative Team (DAT) conduct Needs Assessment, review LCAP timeline for the year, and plan for stakeholder engagement opportunities.</p> <p>October 2014- Board and DAT create LCAP Core Committee. DAT (10/13/14), District Leadership Team (DLT) (10/22/14), and LCAP Core Committee (10/30/14) (Comprised of reps from Board, DAT, DLT, School Site Councils, students, DELAC/ELAC, and teachers and classified unions), and Board (10/21/14) review current LCAP, review LCAP process and timeline, and begin to review Needs Assessment. (Needs Assessment consists of a data table with 3 years of trend data representing each of the priority areas, as well as a written summary of the data points in the data table.)</p> <p>November/December 2014- Board (11/18/14 & 12/16/14), DLT (11/6/14, 11/20/14, 12/14/14, & 12/18/14), DAT (11/3/14 & 12/1/14), and LCAP Core Committee (11/13/14) complete Needs Assessment Review, participate in stakeholder engagement activities, Begin to seek input on stakeholder surveys, and begin to adjust and prioritize 15/16 goals based on Needs Assessment Data. LCAP Core Committee members report out any input from their constituency groups. (12/11/14 LCAP Core Committee meeting was canceled due to rain/flood).</p>	<p>Annual Update:</p> <ul style="list-style-type: none"> • DLT and LCAP Core Committee are engaged in developing survey questions on LCAP specified data. The survey is edited based on their input. • Survey data identifies that parents believe schools are safe and positive learning environments.

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?

GOAL 1:	Provide a rigorous curriculum based on the California Common Core State Standards to maximize student progress and achievement.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify
Identified Need :	<p>1) Need: Implement Common Core State Standards (CCSS) to prepare students with 21st century critical thinking and problem-solving skills. Teacher survey data identifies that 68% of teachers need more CCSS professional development.</p> <p>Metric: Classroom observation for selected CCSS content and instructional strategies using a CCSS observation tool based on The Core Six: Essential Strategies for Achieving Excellence with the Common Core by Silver, Dewey and Perini. Instructional Leadership Team (ILT) will do observations with Curriculum Specialist within the first two months of school to set a baseline.</p> <ul style="list-style-type: none"> 1) Common assessments in ELA, SLA and Math established K-8 2) Students, parents and staff identified Reading and Math as the areas in which students needed most additional help 3) Teachers report needed more support in CCSS implementation 4) 19% of 5th grade students performed in the Healthy Fit Zone 5) CCLA meets AMAO targets for Progress toward English proficiency(66.5%) and RFEP (73.5%) rate. 6) 9% of CCLA students grades 4-8 are enrolled in an academic intervention class. 	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>1) Students learn and apply problem-solving strategies from The Core Six: Essential Strategies for Achieving Excellence with the Common Core.</p> <p>Progress goal: Observations with rubric show that 70% of teachers are implementing specified strategies.</p> <p>2) Students will have participated in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS</p> <p>3) 3% fewer Students, parents, and staff combined will identify math as the subject students need more help with</p> <p>4) 10% less, or 58% of teachers report in 2015 that they need more CCSS professional development</p> <p>5) 5% more, or 24% of students will perform in the HFZ in 2015.</p> <p>6) 10% more, or 17% of students in grades TK-12 are enrolled in an academic intervention class</p> <p>7 All students, including English Learners, low income, foster youth, and students with disabilities maintain access to the full course of study described in Education Code</p> <p>8) 10% more, or 21% of teachers report spending 8 hours or more of school-sponsored professional development in educational technology.</p> <p>9) 10% more, or 48% of teachers use digital or online assessments with their students.</p>			
	Actions/Services		Scope of Service	Pupils to be served within identified scope of service
	<p>1) With on-going support from the DLT, the Instructional Leadership Team (ILT) works with teachers to redesign lessons based on the Core Six and how to engage students in critical thinking and problem-solving regularly. The ILT observes classroom instruction to see evidence of the Core Six. ILT teachers are available to provide support to teachers on implementing the Core Six.</p>		LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)
	<p>2) Work continues with renewed data and assessment management system with the capability of providing CCSS aligned common formative and summative assessments, and a means to monitor student progress. CCLA will review annually to see if this system is meeting charter's needs.</p>		LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)
	<p>3) CCSS aligned Eureka Math for K-8</p>		Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners
	Budgeted Expenditures			
	<p>Professional development, classroom observation and instructional support on the Core Six. 0000: Unrestricted Base 2,500.</p> <p>teacher salary and benefit costs 1000-1999: Certificated Personnel Salaries Base 12,500</p>			
	<p>Release time for training colleagues and creating/ identifying common assessments 1000-1999: Certificated Personnel Salaries Base</p> <p>EADMS annual renewal 5000-5999: Services And Other Operating Expenditures Base 8400</p>			
	<p>Purchase mathematics materials K-8 4000-4999: Books And Supplies One Time Mandated Cost 100,000</p>			

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
4) All schools have visuals that communicate a college/career focused culture.	charter-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase visuals to help promote a college/career focused culture at all schools. 4000-4999: Books And Supplies Base 500.00
5) Teachers in grades K-5 continue to provide physical activity to meet state minute requirements. The instruction includes opportunities to routinely develop aerobic capacity, flexibility, and strength.	Charter wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries 400,000.00
Continued implementation of Systematic English Language Development (SELD) Purchase of additional support materials.K-5 Purchase of supplemental materials for support of 6-8 grade long-term English learners.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials to support SELD implementation 4000-4999: Books And Supplies Supplemental 20,000 Release time for training, coaching, and prep 1000-1999: Certificated Personnel Salaries Supplemental 15,000
7) FTE are hired to respond to and monitor and address students' academic needs in ELA & math in grades TK-12 when they are not making progress on district common assessments.	CCLA	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Personnel 1000-1999: Certificated Personnel Salaries Supplemental 121,440 Additional materials, including technology programs are purchased for use with intervention students and classes 4000-4999: Books And Supplies Title I 10,000. CalPrep After-school Program 1000-1999: Certificated

		<input type="checkbox"/> Other Subgroups: (Specify)	Personnel Salaries Title I 7,000 Personnel 2000-2999: Classified Personnel Salaries Supplemental 45,900
8) District to provide at least 3 hours of professional development for district issued mobile devices (ipads and Chromebooks) for teachers.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Summer and after school professional development for teachers- no cost- IT Director to provide training -0-
9) District to provide one full day of professional development focused upon technology integration and 21st century skills	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	One professional development day bringing in consultants 5800: Professional/Consulting Services And Operating Expenditures Lottery 2400
10) District to provide mobile devices (ipads or Chromebooks) for teachers to use.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Complete purchase of mobile devices for teachers (began in 14/15) 0001-0999: Unrestricted: Locally Defined Lottery 76,000.
11) Provide after school tutoring support in grades K-8, including transportation home		<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bus transportation home 2000-2999: Classified Personnel Salaries Supplemental 800 Tutoring/ homework support teachers- 2 days per week-school year K-4 0000: Unrestricted Title I 8400 CalPrep/AmeriCorp After school tutoring 5-8 gr. 0000: Unrestricted Title I 7,000

12) Site leads train colleagues and facilitate work sessions to create common assessments in ELA and math.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Site Lead training 1000-1999: Certificated Personnel Salaries Base 2,000.
13) Supervised after school computer lab/ library access	CCLA	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Classified personnel to provide after school supervision and computer lab/ library access for students 2000-2999: Classified Personnel Salaries Supplemental 900
14) High quality professional development focused upon curriculum delivery and implementation of The Standards for Mathematical Practice will continue.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Contract for high quality professional development 5000-5999: Services And Other Operating Expenditures One Time Mandated Cost 3000
15) District to continue to provide cutting-edge professional development in order to attract and retain high -quality teachers, and deliver the best possible educational program to students.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development for teachers and staff 5800: Professional/Consulting Services And Operating Expenditures One Time Mandated Cost 10,000
16) Students are encouraged and counseled to meet the	LEA-wide	<input checked="" type="checkbox"/> All	1000-1999: Certificated Personnel Salaries Base 3500

A-G requirements to be college/career ready.		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Subscription cost for Naviance- college and career software program for grades 6-12 5800: Professional/Consulting Services And Operating Expenditures Base 1,000.
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base
19) Continue to provide funding for Advancement Via Individual Determination (AVID) Program	CCLA	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	AVID license renewal, training, and subscription fees 5000-5999: Services And Other Operating Expenditures Supplemental 10,000 AVID sections at CCLA Inc. stipend? 1000-1999: Certificated Personnel Salaries Supplemental ??????
20) EL Students will be grouped by language level, and placement, as well as benchmark assessments to monitor progress will continue to be implemented throughout the year.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	FTE to teach program sections 1000-1999: Certificated Personnel Salaries Supplemental 525,000 Supplies 4000-4999: Books And Supplies Supplemental 6,000.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1) Students learn and apply problem-solving strategies from The Core Six: Essential Strategies for Achieving Excellence with the Common Core. Progress goal: Observations with rubric show that 70% of teachers are implementing specified strategies. 2) Students will have participated in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS 3) 3% fewer Students, parents, and staff combined will identify math as the subject students need more help with 4) 10% less, or 58% of teachers report in 2015 that they need more CCSS professional development 5) 5% more, or 24% of students will perform in the HFZ in 2015. 6) 10% more, or 17% of students in grades TK-12 are enrolled in an academic intervention class 7 All students, including English Learners, low income, foster youth, and students with disabilities maintain access to the full course of study described in Education Code 8) 10% more, or 21% of teachers report spending 8 hours or more of school-sponsored professional development in educational technology. 9) 10% more, or 48% of teachers use digital or online assessments with their students.		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
1) With on-going support from the DLT, the Instructional Leadership Team (ILT) continues work with teachers to redesign lessons based on the Core Six and how to engage students in critical thinking and problem-solving regularly. The ILT observes classroom instruction to see evidence of the Core Six. ILT teachers are available to provide support to teachers on implementing the Core Six.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional development, classroom observation and instructional support on the Core Six. 0000: Unrestricted Base 2,500. teacher salary and benefit costs 1000-1999: Certificated Personnel Salaries Base 12,500
2) Work continues with renewed data and assessment management system with the capability of providing CCSS aligned common formative and summative assessments, and a means to monitor student progress. CCLA will review annually to see if this system is meeting charter's needs.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Release time for training colleagues and creating/ identifying common assessments 1000-1999: Certificated Personnel Salaries Base EADMS annual renewal 5000-5999: Services And Other Operating Expenditures Base 8400
3) CCSS aligned Continued implementation of Eureka Math for K-8	Charter-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners	Purchase mathematics materials K-8 4000-4999: Books And Supplies One Time Mandated Cost 100,000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
4) All schools have visuals that communicate a college/career focused culture.	charter-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase visuals to help promote a college/career focused culture at all schools. 4000-4999: Books And Supplies Base 500.00
5) Teachers in grades K-5 continue to provide physical activity to meet state minute requirements. The instruction includes opportunities to routinely develop aerobic capacity, flexibility, and strength.	Charter wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries 400,000.00
6)Continued implementation of Systematic English Language Development (SELD) Purchase of additional support materials.K-5 Purchase of supplemental materials for support of 6-8 grade long-term English learners.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials to support SELD implementation 4000-4999: Books And Supplies Supplemental 20,000 Release time for training, coaching, and prep 1000-1999: Certificated Personnel Salaries Supplemental 15,000
7) FTE positions are maintained to respond to and monitor and address students' academic needs in ELA & math in grades TK-12 when they are not making progress on district common assessments.	CCLA	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Personnel 1000-1999: Certificated Personnel Salaries Supplemental 121,440 Additional materials, including technology programs are purchased for use with intervention students and classes 4000-4999: Books And Supplies Title I 10,000. CalPrep After-school Program 1000-1999: Certificated

		<u>Other Subgroups:</u> (Specify)	Personnel Salaries Title I 7,000 Personnel 2000-2999: Classified Personnel Salaries Supplemental 45,900
8) District to provide continued professional development for district issued mobile devices (ipads and Chromebooks) for teachers.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <u>Other Subgroups:</u> (Specify)	Summer and after school professional development for teachers- no cost- IT Director to provide training -0-
11) Continue to provide after school tutoring support in grades K-8, including transportation home. Continue agreement with CAL Prep		<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <u>Other Subgroups:</u> (Specify)	Bus transportation home 2000-2999: Classified Personnel Salaries Supplemental 800 Tutoring/ homework support teachers- 2 days per week- school year K-4 0000: Unrestricted Title I 8400 CalPrep/AmeriCorp After school tutoring 5-8 gr. 0000: Unrestricted Title I 7,000
13) Supervised after school computer lab/ library access	CCLA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <u>Other Subgroups:</u> (Specify)	Classified personnel to provide after school supervision and computer lab/ library access for students 2000-2999: Classified Personnel Salaries Supplemental 900
14) High quality professional development focused upon curriculum delivery and implementation of The Standards for Mathematical Practice will continue.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <u>Other Subgroups:</u> (Specify)	Contract for high quality professional development 5000-5999: Services And Other Operating Expenditures One Time Mandated Cost 3000

15) District to continue to provide cutting-edge professional development in order to attract and retain high -quality teachers, and deliver the best possible educational program to students.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development for teachers and staff 5800: Professional/Consulting Services And Operating Expenditures One Time Mandated Cost 10,000
16) Students are encouraged and counseled to meet the A-G requirements to be college/career ready.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base 3500 Subscription cost for Naviance- college and career software program for grades 6-12 5800: Professional/Consulting Services And Operating Expenditures Base 1,000.
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base
19) Continue to provide funding for Advancement Via Individual Determination (AVID) Program	CCLA	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	AVID license renewal, training, and subscription fees 5000-5999: Services And Other Operating Expenditures Supplemental 10,000 AVID sections at CCLA Inc. stipend? 1000-1999: Certificated Personnel Salaries Supplemental ??????
20) EL Students will be grouped by language level, and	LEA-wide	<input type="checkbox"/> All	Certificated salaries 1000-1999: Certificated Personnel

placement, as well as benchmark assessments to monitor progress will continue to be implemented throughout the year.		OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salaries Supplemental 525000 Books and supplies 4000-4999: Books And Supplies Supplemental 6,000
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LCAP Year 3:

Expected Annual Measurable Outcomes:	1) Students learn and apply problem-solving strategies from The Core Six: Essential Strategies for Achieving Excellence with the Common Core. Progress goal: Observations with rubric show that 70% of teachers are implementing specified strategies. 2) Students will have participated in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS 3) 3% fewer Students, parents, and staff combined will identify math as the subject students need more help with 4) 10% less, or 58% of teachers report in 2015 that they need more CCSS professional development 5) 5% more, or 24% of students will perform in the HFZ in 2015. 6) 10% more, or 17% of students in grades TK-12 are enrolled in an academic intervention class 7 All students, including English Learners, low income, foster youth, and students with disabilities maintain access to the full course of study described in Education Code 8) 10% more, or 21% of teachers report spending 8 hours or more of school-sponsored professional development in educational technology. 9) 10% more, or 48% of teachers use digital or online assessments with their students.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) With on-going support from the DLT, the Instructional Leadership Team (ILT) works with teachers to redesign lessons based on the Core Six and how to engage students in critical thinking and problem-solving regularly. The ILT observes classroom instruction to see evidence of the Core Six. ILT teachers are available to provide support to teachers on implementing the Core Six.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional development, classroom observation and instructional support on the Core Six. 0000: Unrestricted Base 2,500. teacher salary and benefit costs 1000-1999: Certificated Personnel Salaries Base 12,500
2) Work continues with renewed data and assessment management system with the capability of providing CCSS aligned common formative and summative assessments, and a means to monitor student progress. CCLA will review annually to see if this system is	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	Release time for training colleagues and creating/ identifying common assessments 1000-1999: Certificated Personnel Salaries Base EADMS annual renewal 5000-5999: Services And Other Operating Expenditures Base 8400

meeting charter's needs.		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3) CCSS aligned Eureka Math for K-8	Charter-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase mathematics materials K-8 4000-4999: Books And Supplies One Time Mandated Cost 100,000
4) All schools have visuals that communicate a college/career focused culture.	charter-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase visuals to help promote a college/career focused culture at all schools. 4000-4999: Books And Supplies Base 500.00
5) Teachers in grades K-5 continue to provide physical activity to meet state minute requirements. The instruction includes opportunities to routinely develop aerobic capacity, flexibility, and strength.	Charter wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries 400,000.00
6)Continued implementation of Systematic English Language Development (SELD) Purchase of additional support materials.K-5 Purchase of supplemental materials for support of 6-8 grade long-term English learners.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Materials to support SELD implementation 4000-4999: Books And Supplies Supplemental 20,000 Release time for training, coaching, and prep 1000-1999: Certificated Personnel Salaries Supplemental 15,000

		(Specify)	
7) FTE are hired to respond to and monitor and address students' academic needs in ELA & math in grades TK-12 when they are not making progress on district common assessments.	CCLA	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Personnel 1000-1999: Certificated Personnel Salaries Supplemental 121,440 Additional materials, including technology programs are purchased for use with intervention students and classes 4000-4999: Books And Supplies Title I 10,000. CalPrep After-school Program 1000-1999: Certificated Personnel Salaries Title I 7,000 Personnel 2000-2999: Classified Personnel Salaries Supplemental 45,900
8) District to provide at least 3 hours of professional development for district issued mobile devices (ipads and Chromebooks) for teachers.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Summer and after school professional development for teachers- no cost- IT Director to provide training -0-
9) District to provide one full day of professional development focused upon technology integration and 21st century skills	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	One professional development day bringing in consultants 5800: Professional/Consulting Services And Operating Expenditures Lottery 2400
10) District to provide mobile devices (ipads or Chromebooks) for teachers to use.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Complete purchase of mobile devices for teachers (began in 14/15) 0001-0999: Unrestricted: Locally Defined Lottery 76,000.

11) Provide after school tutoring support in grades K-8, including transportation home		<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bus transportation home 2000-2999: Classified Personnel Salaries Supplemental 800 Tutoring/ homework support teachers- 2 days per week-school year K-4 0000: Unrestricted Title I 8400 CalPrep/AmeriCorp After school tutoring 5-8 gr. 0000: Unrestricted Title I 7,000
12) Site leads train colleagues and facilitate work sessions to create common assessments in ELA and math.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Site Lead training 1000-1999: Certificated Personnel Salaries Base 2,000.
13) Supervised after school computer lab/ library access	CCLA	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified personnel to provide after school supervision and computer lab/ library access for students 2000-2999: Classified Personnel Salaries Supplemental 900
14) High quality professional development focused upon curriculum delivery and implementation of The Standards for Mathematical Practice will continue.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract for high quality professional development 5000-5999: Services And Other Operating Expenditures One Time Mandated Cost 3000
15) District to continue to provide cutting-edge professional development in order to attract and retain high -quality teachers, and deliver the best possible	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Professional Development for teachers and staff 5800: Professional/Consulting Services And Operating Expenditures

educational program to students.		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	One Time Mandated Cost 10,000
16) Students are encouraged and counseled to meet the A-G requirements to be college/career ready.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base 3500 Subscription cost for Naviance- college and career software program for grades 6-12 5800: Professional/Consulting Services And Operating Expenditures Base 1,000.
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base
19) Continue to provide funding for Advancement Via Individual Determination (AVID) Program	CCLA	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	AVID license renewal, training, and subscription fees 5000-5999: Services And Other Operating Expenditures Supplemental 10,000 AVID sections at CCLA Inc. stipend? 1000-1999: Certificated Personnel Salaries Supplemental ??????
20) EL Students will be grouped by language level, and placement, as well as benchmark assessments to monitor progress will continue to be implemented throughout the year.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	FTE to teach program sections 1000-1999: Certificated Personnel Salaries Supplemental 525,000. Supplies 4000-4999: Books And Supplies Supplemental 6,000.

		English proficient Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Students will be engaged in their learning in order to be successful.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	All students benefit from strong engagement in school. The school Accountability Report Card, school attendance rates, chronic absenteeism rates, middle school drop-out rates will be reviewed and analyzed annually to measure progress.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	1) The school attendance rate will increase to 96.5% 2) The chronic absenteeism rate will continue to be <1%. 3) The middle school drop out rate will continue to be 0%. 4) The high school drop out rate will reduce by 2% to 5%. 5) The high school graduation rate will increase to 91%. The Hispanic/Latino graduation rate will increase to 88%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Hold SARB hearings monthly, and systematize SARB process at each site.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	None- process is in place and will need to expand to monthly. 0000: Unrestricted 0.00
Welfare and attendance Clerk will make daily follow-up phone calls to verify absences		<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	Attendance verification 2000-2999: Classified Personnel Salaries Supplemental 27,725

		English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	1) The school attendance rate will increase to 96.5% 2) The chronic absenteeism rate will continue to be <1%. 3) The middle school drop out rate will continue to be 0%. 4) The high school drop out rate will reduce by 2% to 5%. 5) The high school graduation rate will increase to 91%. The Hispanic/Latino graduation rate will increase to 88%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Hold SARB hearings monthly, and systematize SARB process at each site.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	None- process is in place and will need to expand to monthly. 0000: Unrestricted 0.00
Welfare and attendance Clerk will make daily follow-up phone calls to verify absences		<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Attendance verification 2000-2999: Classified Personnel Salaries Supplemental 27,725

LCAP Year 3:

Expected Annual Measurable Outcomes:	1) The school attendance rate will increase to 96.5% 2) The chronic absenteeism rate will continue to be <1%. 3) The middle school drop out rate will continue to be 0%. 4) The high school drop out rate will reduce by 2% to 5%. 5) The high school graduation rate will increase to 91%. The Hispanic/Latino graduation rate will increase to 88%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Hold SARB hearings monthly, and systematize SARB process at each site.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	None- process is in place and will need to expand to monthly. 0000: Unrestricted 0.00
Welfare and attendance Clerk will make daily follow-up phone calls to verify absences		<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Attendance verification 2000-2999: Classified Personnel Salaries Supplemental 27,725

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

GOAL 3:	Create and maintain optimum learning and working environments for students and staff.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>
		COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify

Identified Need :	All students and staff must have a safe, positive and motivating environment in which to learn and work. SARC, suspension rates, expulsion rates, teacher misassignment rates, FIT report, counseling ratios (academic and Socio/emotional) and survey results will be reviewed and analyzed annually to measure progress.
Goal Applies to:	Schools: Cali Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1) The rate of teacher misassignment continues to be <1%. 2) Student access to standards-aligned instructional materials continues to be 100%. 3) The updated FIT report shows that all facilities are in overall good condition, and the district score increases by 1.5% to 85.4%. 4) The student suspension rate maintains at 3%. 5) The student expulsion rate continues to be <1%. 6) The school learning environment survey feedback increases by 2% to 94%. 7) The ratio of academic/socio emotional counselors at CCLA maintains at 1/1044 8) 10% more, or 84% of staff report that our schools support students who are struggling socially/ emotionally.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) The District's maintenance department remedies the findings in the FIT Report so all schools meet the criteria for "good" condition by generating work orders directly from the FIT report findings.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase of work order software to track work orders and annual scheduled maintenance 5000-5999: Services And Other Operating Expenditures Base 1,000. Floater Custodian 2000-2999: Classified Personnel Salaries Base 8,000.
2) Maintain full-time counselor to provide services to	CCLA	<input checked="" type="checkbox"/> All	Counselor 1000-1999: Certificated Personnel Salaries Base

<p>students in the areas of social skills/ conflict resolution skills, crisis/ grief support, maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>66,000.</p>
<p>3) The District will continue to work with teachers on how to most effectively use existing standards aligned instructional materials to teach the CCSS. Curriculum Specialist will provide on-site training and coaching based on best practices for CCSS implementation in a TWBI model.</p>	<p>CCLA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Release time for unit alignment 1000-1999: Certificated Personnel Salaries Title II 2,000.</p>
<p>5. Existing school psychologist position will join district psych team to assist with district plan to improve services to students in the areas of coordinating services for students, Tier 2 Behavior support, crisis support and risk assessment, and building a framework for RtI social/ emotional program, thereby maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.</p>	<p>ELA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.0 FTE Psychologist partial salary 1000-1999: Certificated Personnel Salaries Base 4,500</p>
<p>8) The district retains highly qualified and dynamic certificated staff.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated salaries and benefits CCLA 1000-1999: Certificated Personnel Salaries Base 3,189,792</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1) The rate of teacher misassignment continues to be <1%. 2) Student access to standards-aligned instructional materials continues to be 100%. 3) The updated FIT report shows that all facilities are in overall good condition, and the district score increases by 1.5% to 85.4%. 4) The student suspension rate maintains at 3%. 5) The student expulsion rate continues to be <1%. 6) The school learning environment survey feedback increases by 2% to 94%. 7) The ratio of academic/socio emotional counselors at CCLA maintains at 1/1044 8) 10% more, or 84% of staff report that our schools support students who are struggling socially/ emotionally.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) The District's maintenance department continues to remedy the findings in the FIT Report so all schools meet the criteria for "good" condition by generating work orders directly from the FIT report findings.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase of work order software to track work orders and annual scheduled maintenance 5000-5999: Services And Other Operating Expenditures Base 1,000. Floater Custodian 2000-2999: Classified Personnel Salaries Base 8,000.
2) Maintain full-time counselor to provide services to students in the areas of social skills/ conflict resolution skills, crisis/ grief support, maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.	CCLA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Counselor 1000-1999: Certificated Personnel Salaries Base 66,000.
3) The District will continue to work with teachers on how to most effectively use existing standards aligned instructional materials to teach the CCSS. Curriculum Specialist will provide on-site training and coaching based on best practices for CCSS implementation in a TWBI model.	CCLA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Release time for unit alignment 1000-1999: Certificated Personnel Salaries Title II 2,000.

		English proficient _ Other Subgroups: (Specify)	
5. Existing school psychologist position will continue to work with district psych team to assist with district plan to improve services to students in the areas of coordinating services for students, Tier 2 Behavior support, crisis support and risk assessment, and building a framework for RtI social/ emotional program, thereby maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.	ELA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.0 FTE Psychologist partial salary 1000-1999: Certificated Personnel Salaries Base 4,500
8) The district retains highly qualified and dynamic certificated staff.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated salaries and benefits CCLA 1000-1999: Certificated Personnel Salaries Base 3,189,792

LCAP Year 3:

Expected Annual Measurable Outcomes:	1) The rate of teacher misassignment continues to be <1%. 2) Student access to standards-aligned instructional materials continues to be 100%. 3) The updated FIT report shows that all facilities are in overall good condition, and the district score increases by 1.5% to 85.4%. 4) The student suspension rate maintains at 3%. 5) The student expulsion rate continues to be <1%. 6) The school learning environment survey feedback increases by 2% to 94%. 7) The ratio of academic/socio emotional counselors at CCLA maintains at 1/1044 8) 10% more, or 84% of staff report that our schools support students who are struggling socially/ emotionally.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) The District's maintenance department remedies the findings in the FIT Report so all schools meet the criteria	LEA-wide	X All OR:	Purchase of work order software to track work orders and annual scheduled maintenance 5000-5999: Services And

for "good" condition by generating work orders directly from the FIT report findings.		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Other Operating Expenditures Base 1,000.</p> <p>Floater Custodian 2000-2999: Classified Personnel Salaries Base 8,000.</p>
2) Maintain full-time counselor to provide services to students in the areas of social skills/ conflict resolution skills, crisis/ grief support, maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.	CCLA	<input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Counselor 1000-1999: Certificated Personnel Salaries Base 66,000.
3) The District will continue to work with teachers on how to most effectively use existing standards aligned instructional materials to teach the CCSS. Curriculum Specialist will provide on-site training and coaching based on best practices for CCSS implementation in a TWBI model.	CCLA	<input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Release time for unit alignment 1000-1999: Certificated Personnel Salaries Title II 2,000.
5. Existing school psychologist position continue working with district psych team to assist with district plan to improve services to students in the areas of coordinating services for students, Tier 2 Behavior support, crisis support and risk assessment, and building a framework for RtI social/ emotional program, thereby maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.	ELA-wide	<input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	1.0 FTE Psychologist partial salary 1000-1999: Certificated Personnel Salaries Base 4,500
8) The district retains highly qualified and dynamic certificated staff.	LEA-wide	<input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth 	Certificated salaries and benefits \$\$\$??? CCLA 1000-1999: Certificated Personnel Salaries Base 3,189,792

	<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Build effective and relevant family partnerships to increase student achievement and engagement in school	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Identified Need :	4) Need: Increase student achievement for all students and subgroup. Metric: benchmark assessments. Set a baseline with beginning of the year assessments or use existing baselines.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	1) 5% more, or 85% of parents responding to surveys indicate that the schools regularly seek parent input and participation. 2) The response rate for parents on the 2016 survey will increase by 10%, from 20% to 30%. 3) Attendance tracking for program and events will begin happening to establish a baseline and then monitor growth		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2) Aeries AIR purchased to allow parents to update contact info and complete re-registration info on line, as well as access their student's grade and attendance information.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Aeries AIR 5800: Professional/Consulting Services And Operating Expenditures Base 1100 Desktop computers provided in each school office for parents without a device or internet access to use 0001-0999: Unrestricted: Locally Defined Lottery 200

3) Parents to be provided access to computer lab during parent conferences to complete annual online survey, in hopes of increasing response rate.	CCLA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost- computer lab instructional assistants included in another section Title I \$2000
4) One of each of the following will be implemented to assist with parent education and promotion of parent participation: LCAP Education, CCSS and CAASPP, Parenting Skills, and Technology Skills/ Internet Safety. Provide a parent leadership/US school access education program such as PIQE, Avance and/or Pasitos	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost- District staff to provide presentations Cost to provide childcare during meetings 2000-2999: Classified Personnel Salaries Title I 1500
5) ELAC/DELAC meetings will be scheduled at different sites, and will include required agenda items, as well as items of interest to parents such as: Gang awareness, Graduation and A-G requirements, College/Career Readiness & Scholarship opportunities, Parenting, Technology, Emergency Preparedness, Nutrition/Fitness, and Internet Safety, with a goal of educating parents, as well as promoting their participation. Site administrators attend.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide translators at meetings 2000-2999: Classified Personnel Salaries Supplemental 200 <hr/> Provide presenters on parent identified topics at meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000 <hr/> Childcare during meetings 2000-2999: Classified Personnel Salaries Supplemental 100
For Low-income, English learners and redesignated fluent English proficient pupils: Provide parent education so parents can assist their child regardless of the language of instruction as well as how to use technology to access information regarding their child's performance.	Charter-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide parent education. 2000-2999: Classified Personnel Salaries Supplemental \$5,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1) 5% more, or 85% of parents responding to surveys indicate that the schools regularly seek parent input and participation. 2) The response rate for parents on the 2016 survey will increase by 10%, from 20% to 30%. 3) Attendance tracking for program and events will begin happening to establish a baseline and then monitor growth		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2) Continued use of Aeries AIR to allow parents to update contact info and complete re-registration info online, as well as access their student's grade and attendance information.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Aeries AIR 5800: Professional/Consulting Services And Operating Expenditures Base 1100 Desktop computers provided in each school office for parents without a device or internet access to use 0001-0999: Unrestricted: Locally Defined Lottery 200
3) Parents to be provided continued access to computer lab during parent conferences to complete annual online survey, in hopes of increasing response rate.	CCLA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost- computer lab instructional assistants included in another section Title I \$2000
4) One of each of the following will be implemented to assist with parent education and promotion of parent participation: LCAP Education, CCSS and CAASPP,	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	No cost- District staff to provide presentations Cost to provide childcare during meetings 2000-2999: Classified Personnel Salaries Title I 1500

Parenting Skills, and Technology Skills/ Internet Safety. Provide a parent leadership/US school access education program such as PIQE, Avance and/or Pasitos		<input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5) ELAC/DELAC meetings will be scheduled at different sites, and will include required agenda items, as well as items of interest to parents such as: Gang awareness, Graduation and A-G requirements, College/Career Readiness & Scholarship opportunities, Parenting, Technology, Emergency Preparedness, Nutrition/Fitness, and Internet Safety, with a goal of educating parents, as well as promoting their participation. Site administrators attend.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide translators at meetings 2000-2999: Classified Personnel Salaries Supplemental 200 Provide presenters on parent identified topics at meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000 Childcare during meetings 2000-2999: Classified Personnel Salaries Supplemental 100
For Low-income, English learners and redesignated fluent English proficient pupils: Provide parent education so parents can assist their child regardless of the language of instruction as well as how to use technology to access information regarding their child's performance.	Charter-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide parent education. 2000-2999: Classified Personnel Salaries Supplemental \$5,000
LCAP Year 3:			
Expected Annual Measurable Outcomes:	1) 5% more, or 85% of parents responding to surveys indicate that the schools regularly seek parent input and participation. 2) The response rate for parents on the 2016 survey will increase by 10%, from 20% to 30%. 3) Attendance tracking for program and events will begin happening to establish a baseline and then monitor growth		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	

		English proficient _ Other Subgroups: (Specify)	
2) Continued use of Aeries AIR to allow parents to update contact info and complete re-registration info online, as well as access their student's grade and attendance information.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Aeries AIR 5800: Professional/Consulting Services And Operating Expenditures Base 1100 Desktop computers provided in each school office for parents without a device or internet access to use 0001-0999: Unrestricted: Locally Defined Lottery 200
3) Parents to be provided access to computer lab during parent conferences to complete annual online survey, in hopes of increasing response rate.	CCLA	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost- computer lab instructional assistants included in another section Title I \$2000
4) One of each of the following will be implemented to assist with parent education and promotion of parent participation: LCAP Education, CCSS and CAASPP, Parenting Skills, and Technology Skills/ Internet Safety. Provide a parent leadership/US school access education program such as PIQE, Avance and/or Pasitos	LEA-wide	X All OR: X Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost- District staff to provide presentations Cost to provide childcare during meetings 2000-2999: Classified Personnel Salaries Title I 1500
5) ELAC/DELAC meetings will be scheduled at different sites, and will include required agenda items, as well as items of interest to parents such as: Gang awareness, Graduation and A-G requirements, College/Career Readiness & Scholarship opportunities, Parenting, Technology, Emergency Preparedness, Nutrition/Fitness, and Internet Safety, with a goal of educating parents, as well as promoting their participation. Site administrators attend.	LEA-wide	All OR: _ Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide translators at meetings 2000-2999: Classified Personnel Salaries Supplemental 200 Provide presenters on parent identified topics at meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000 Childcare during meetings 2000-2999: Classified Personnel Salaries Supplemental 100

For Low-income, English learners and redesignated fluent English proficient pupils: Provide parent education so parents can assist their children regardless of the language of instruction as well as how to use technology to access information regarding their child's performance.	Charter-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide parent education. 2000-2999: Classified Personnel Salaries Supplemental \$5,000

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:	1) Classroom observations show that 70% or more of teachers are implementing the selected common core instructional practices in their classrooms by the end of the year. These practices engage students in critical thinking and problem solving. Arts opportunities are expanded.	Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Students learn and apply problem-solving strategies from The Core Six: Essential Strategies for Achieving Excellence with the Common Core. These strategies include arts integration. Students have access to technology for taking the SBAC state assessment. Students have increased access to arts activities.	Actual Annual Measurable Outcomes: Students learned and applied problem-solving strategies from The Core Six: Essential Strategies for Achieving Excellence with the Common Core. These strategies may have included arts integration, though arts integration was not specifically measured. Students had access to technology for taking the SBAC state assessment. Students may have increased access to arts activities, though this was not measured. Progress goal: Observations with rubric show that 96% of teachers are implementing specified strategies.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
The Instructional Leadership Team (ILT) and Curriculum Specialist works with teachers to redesign lessons based on the TWBI model and the Core Six. The ILT observes classroom instruction to see evidence of the Core Six and TWBI. ILT teachers and the Curriculum Director are available to provide support to teachers on implementing the Core Six and TWBI. Tech. staff provides support for new technology and existing technology needed for giving the SBAC and increased access to 21st Century learning tools.	Professional development, classroom observation and instructional support on the Core Six and TWBI. Cost: \$8,408 for ILT teacher salary and benefit costs, Source: LCFF and \$21,000 for technology access (cart). Base \$29,408	CCLA's Curriculum Specialist, along with members of the ILT presented the selected Core Six strategies at staff meetings. During release days, Curriculum Specialist worked with grade level teams to redesign lessons based upon selected "Core Six" strategies selected for implementation as well as other research based strategies. Classroom observations were conducted and evidence collected. Tech staff provided support for new technology and existing technology needed for administering the SBAC and	Professional development, classroom observation and instructional support on the Core Six and TWBI. Cost: \$8,408 for ILT teacher salary and benefit costs, Source: LCFF and \$21,000 for technology access (cart).

		increased access to 21st Century learning tools.	
Scope of Service	Charter-wide	Scope of Service	
<p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 			<p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The ILT served as a somewhat useful tool to begin implementation of CCSS instructional strategies, as we surpassed our goal of implementation of the first two strategies identified. It also served to illustrate that CCLA needs broader grade-level representation on ILT in order to more effectively affect change across nine grade levels. The Tech staff provided effective support for new and existing technology necessary for administering the SBAC and increased access to 21st Century learning tools. This area is addressed in Goal 1 of the '15/16 LCAP. Arts integration continues to be a priority and continues to be supported by the CCLA PTA's fundraising efforts.</p>		

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

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

Original GOAL 2 from prior year LCAP:	2) Reduce the social/ emotional counseling ratio from 1,034:0 to approximately 1,034:1.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: CCLA Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Students with social/emotional issues at K-8 have access to a counselor who will assist them with social/emotional issues.	Actual Annual Measurable Outcomes: One 1.0 F.T.E. counselor was hired. With this hire, we were able to reduce the counseling ratio from 0:1034 to 1:1034. We were able to improve socio-emotional services to K-8 students in individual and small group situations, as well as providing academic support for struggling 6-8th grade students,
LCAP Year: 2014-15		
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services
A grade K-8 social/ emotional counselor will be hired to support individual students and groups of students.	Hire a part-time grade K-8 social/ emotional counselor. Base \$34,135 Title I	Hiring of a Full Time Counselor 1000-1999: Certificated Personnel Salaries Base 90,000
Scope of Service All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		Scope of Service 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	The addition of a 1.0 academic/socio/emotional counselor at CCLA reduced the counselor/student ratio, thereby providing more access to counseling support for students. The need for socio/emotional counseling still remains high,	

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.

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:	3) Maintain facility to continue to meet the criteria for "good" condition.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: <input type="checkbox"/> CCLA <input type="checkbox"/> Applicable Pupil Subgroups: <input type="checkbox"/> All		
Expected Annual Measurable Outcomes:	The condition of school facilities supports learning. Progress Goal: The updated FIT report shows that facility is in good condition.	Actual Annual Measurable Outcomes:	THe condition of the school facility is improving to support learning, Though 2015 reulsts are not yet in to compare with 2014, a change in practice now results in work orders being generated based on the FIT report results.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
The District's maintenance department maintains the facility to meet the criteria for "good" condition.		Repairs or improvements completed. Cost: included in District overhead Base	Repairs or improvements completed. Cost: Included in district overhead
Scope of Service	Charter-wide	Scope of Service	Charter-wide
X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions,	The district made a good faith effort to begin to address some of the facilities needs in our school that met "fair" criteria in the		

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

previous year's FIT report. As funding increases, more will be included in the district's maintenance budget to further address these needs. This area is addressed in Goal 3 of the 15/16 LCAP.

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:	4) Increase the percentage of students showing mastery of key standards on benchmarks. Targets to be set in the benchmark development process or use benchmarks set in prior years.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: CCLA Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students continue to be assessed regularly and classroom instruction is adjusted based on student performance. Student show increased mastery on benchmarks.	Actual Annual Measurable Outcomes:	Students continue to be assessed regularly and classroom instruction is adjusted based on student performance. Student show increased mastery on benchmarks.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
A new data and assessment management program is purchased with the capability of providing CCSS aligned benchmark formative and summative assessments and a means to monitor student progress based on assessments. ILT members, grade level teams and the Curriculum Director work with the new system to identify benchmarks beginning with ELA and math. The system also monitors progress on ELD for ELs. Teachers learn how to use the new system and use it to periodically give formative assessments to monitor student mastery and plan instruction, including small flexible groups. In year 2 and 3 social science and science benchmarks will also be created and used similarly.	Purchase system. ILT works with Curriculum Director and grade level teams to identify benchmarks. Teachers administer benchmarks and use data Base \$8,400	CCLA teachers have found that the new data management system does not meet their needs. The question banks that were to have made the creation of benchmark formative and summative assessments a breeze are all in English, creating an additional layer of significant labor to the task. The promised assessments in Spanish have turned out to be of low quality, many based on '97 standards and of little use. Even with nudging and encouragement, no one stepped up to take on the responsibility/stipended position of learning and then teaching the EADMS program to peers. Perception is that the program's usefulness is severely limited for CCLA. Program should be reviewed annually to determine its usefulness.	

Scope of Service	Charter-wide	Scope of Service	
All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For low income pupils:	<p>Plan the RtI model. Base \$1,500</p> <p>Hire a psychologist. Base \$100,000</p> <p>Hire RSP Teacher. Base \$66,000</p> <p>Reading intervention teacher Title I \$66,000</p> <p>Reading Instructional Assistants Title I \$21,000</p> <p>Base \$254,500</p>	<p>This year we were able to hire an additional 1.0 bilingual RSP teacher, as well as a 1.0 psychologist to facilitate the identification of student needs and better deliver support services to those students qualifying as learning disabled.</p> <p>We continue to provide Reading Intervention by means of a bilingual reading specialist and bilingual reading instructional assistants.</p>	<p>1000-1999: Certificated Personnel Salaries Title I</p> <p>2000-2999: Classified Personnel Salaries Supplemental</p>
Scope of Service	Charter-wide	Scope of Service	Charter wide

<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Ed</p>			
Provide funding for the Advancement Via Individual Determination (AVID) Program.	Continue AVID at the middle school level Title I \$10,000	CCLA was able to offer 2 sections of AVID as electives in 7th and 8th grade respectively.	Continue AVID program		
<p>Scope of Service</p> <table border="1"> <tr> <td>Charter-wide</td> </tr> </table> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Charter-wide		<p>Scope of Service</p> <table border="1"> <tr> <td>Charter wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Charter wide	
Charter-wide					
Charter wide					
For English learners: Continue professional development on SELD and with Dennis Parker. Consider whether district provided professional development fits with the charter and TWBI and if so, teachers may also participate in this professional development. Purchase additional SELD ELD curriculum materials. Continue professional development on instructional practices, grade level data team meetings and use of current and updated benchmark assessments to monitor and adjust instruction. Continue providing leveled ELD and a grade 7/8 ELD intervention class.	<p>Provide ELD professional development with release days and purchase ELD curriculum. Title I \$80,614</p> <table border="1"> <tr> <td>Title III</td> </tr> </table> <p>Lottery</p>	Title III	<p>We were unable to pursue continued professional development with D. Parker this year due to funding limitations. CCLA opted not to participate in the district provided ELD professional development as it conflicts with current, successful practices.</p> <p>Purchased additional SELD ELD curriculum materials. Continued professional development on instructional practices, grade level data team meetings and use of current and updated benchmark assessments to monitor and adjust instruction. Continue providing leveled ELD and a grade 7/8 ELD intervention class.</p>	<p>PURchase of additional ELD materials 4000-4999: Books And Supplies Title III</p> <p>release days 0000: Unrestricted Title III</p>	
Title III					

Scope of Service	Charter-wide		Scope of Service	Charter-wide	
All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
For foster youth: Provide RtI as described above. Social emotional counseling is provided in year 1.	Plan the RtI model.	We we			
Scope of Service	Charter-wide		Scope of Service		
All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
For redesignated fluent English proficient pupils: Provide parent education so parents can assist their child with the language of instruction and in how to use technology to access information on their child's performance. Provide a parent leadership/US school access education program such as PIQE.	Provide parent education. \$5,000				

Scope of Service	Charter-wide	Scope of Service	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Annual review of the efficacy of purchased data system to determine its usefulness as a schoolwide tool. Special attention will be paid to the availability of quality assessments of CCSS in Spanish. We will continue using Reading specialist and reading aides to support struggling students. Avid will continue as a support to 7/8 in preparation for college and career readiness.	

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Original GOAL 5 from prior year LCAP:	5) Continue to provide all students with standards-aligned instructional materials while replacing instructional materials with new high quality CCSS aligned instructional materials as available and funds permit. Ensure that instructional materials are available in Spanish and English based on the language of instruction.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: CCLA Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	All students continue to have standards aligned instructional materials. Students have instructional materials in the language of instruction.	Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
The school will work with teachers on how to most effectively use existing standards aligned instructional material to teach CCSS. The District will evaluate, pilot, select and then adopted CCSS aligned instructional materials in math at grades TK to 8th.		ILT and Director of Curriculum work with teachers on planning how to use existing materials to teach CCSS. New supplemental integrated math materials are purchased for grades 7-8 Lottery \$10,000	ILT and Director of Curriculum worked with teachers on planning how to use existing materials to teach CCSS. New supplemental integrated math materials are purchased for grades 7-8 0000: Unrestricted Base
Scope of Service	Charter-wide	Scope of Service	charter 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?	As funding levels have begun to increase, and the misalignment of math materials in grades TK-8 to the CCSS has become more of an obstacle, bridge materials and accompanying training have been identified and will be purchased for use in the 15/16 school year. One-time deferred mandated cost funds will be used to purchase the bridge materials. The programs will be evaluated over the course of 15/16. If nothing better is published, and the materials are meeting the needs of our students, we will look to do a formal adoption of the materials in 16/17. If they are not meeting our needs and/or something better is published, we will look for other publishers to adopt. Funds are also being set aside (base grant) for materials adoptions in the other core content areas, and are planned to be adopted in the following order: Math, ELA, Science, and Social Studies. This area will be addressed in Goal 1 of the 15/16 LCAP.
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Original GOAL 6 from prior year LCAP:	6) Maintain 3% truancy rate and. Increase attendance rate to 98%.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Student's parent is consistently contacted if the student is absent or late for school (at risk of being truant).	Actual Annual Measurable Outcomes:	Student's parent is consistently contacted if the student is absent or late for school (at risk of being truant).
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Office staff continues to monitor student attendance and consistently communicate with parents in their home language whenever a student is absent or is at risk of being truant.	Add half time Secretary I position. With existing staffing this is projected to be a full time position. Base \$15,000	Office staff continues to monitor student attendance and consistently communicate with parents in their home language whenever a student is absent or is at risk of being truant	Additional 4 hour or half time was added to Sec. 1 position creating a full time position. This has facilitated consistent communicaton with parents in their home language. 2000-2999: Classified Personnel Salaries Base
Scope of Service	Charter-wide	Scope of Service	
All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		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	Continue close monitoring of absences and tardies. On-going follow up communicaton w/ parents regarding absenteeism and regular,structured reporting times for SARB related issues will support improved attendance rates.		

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 7 from prior year LCAP:	7) Increase physical education minutes to the standard in Education Code for grades K-5 to increase physical fitness (HFZ).		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: CCLA Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students in grades K-5 have physical fitness activities an average of at least four days per week.	Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Classroom teachers at grades TK – 5 schedule and provide physical education instruction that includes physical activity to meet state minute requirements. This instruction includes opportunities to routinely develop aerobic capacity, flexibility and strength.		Increase PE time in the school schedule	Classroom teachers at grades TK – 5 schedule and provide physical education instruction that includes physical activity to meet state minute requirements. This instruction includes opportunities to routinely develop aerobic capacity, flexibility and strength.
Scope of Service	Charter-wide All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		Scope of Service 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?	Increase PE time in the school schedule to meet CA requirements for bi-weekly PE minutes. We will continue to ensure the state requirement for PE minutes in grades TK-5, while at the same time monitoring our HFZ results to determine if more minutes, and/or more focused activities around building aerobic capacity, flexibility, and strength need to be added. This area is addressed in Goal 1 of the 15/16 LCAP.
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Original GOAL 8 from prior year LCAP:	8) Maintain students' access to the full course of study defined in Education Code and in the school's charter.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: CCLA Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students continue to have full access to the curriculum materials defined in Education Code and the school's charter.	Actual Annual Measurable Outcomes:	Students continue to have full access to the curriculum materials defined in Education Code and the school's charter.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Continue existing or similar schedule to give access to the course of study to students at all grade levels.		Maintain practices.	
Scope of Service	Charter-wide All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Scope of Service 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?	Students continue to have full access to the curriculum materials defined in Education Code and the school's charter and will be included in goal 1 of the 15/16 LCAP.		

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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 9 from prior year LCAP:	9) Maintain teachers who are fully qualified and appropriately assigned.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: CCLA <input type="checkbox"/> Applicable Pupil Subgroups: <input type="checkbox"/> All		
Expected Annual Measurable Outcomes:	No change. Students continue to have highly qualified and appropriately assigned teachers.	Actual Annual Measurable Outcomes:	No change. Students continue to have highly qualified and appropriately assigned teachers.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
CCLA continues existing practices for hiring appropriately qualified staff with appropriate language skills and making assignments consistent with NCLB and Department of Education requirements.		Maintain practices.	CCLA continues existing practices for hiring appropriately qualified staff with appropriate language skills and making assignments consistent with NCLB and Department of Education requirements.
Scope of Service	Charter-wide <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)
What changes in actions, services, and expenditures will be	This goal continues to be met and will be included in Goal 3 of the 15/16 LCAP.		

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

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 10 from prior year LCAP:	10) Involve parents in planning and implementing at least four additional grade level and/or school level arts activities that are tied to the bi-cultural focus in the charter.		Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: <input type="checkbox"/> All <input type="checkbox"/> Applicable Pupil Subgroups: <input type="checkbox"/> All		
Expected Annual Measurable Outcomes:	Parents will meet volunteer hour requirements through planning and implementing arts and bi-cultural enrichment activities.	Actual Annual Measurable Outcomes:	Parents will meet volunteer hour requirements through planning and implementing arts and bi-cultural enrichment activities.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
The Volunteer Coordinator solicits parents who will serve their volunteer hours through planning and implementing grade level and/or school level arts activities/ events that are related to the school's focus on bi-culturalism.		Funds to support arts enrichment/ events Base \$2,500	Funds to support activities and events. Childcare
Scope of Service	Charter-wide	Scope of Service	
All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions,	Increase hourly position of Volunteer Coordinator by one hour daily making it a 4 hour position in order to increase		

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	effectiveness of the position.
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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.

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:	\$614,290
Cali Calmecac Language Academy (Unduplicated count is 40% district-wide) is receiving \$614,290 in supplemental grant funds. The majority of this funding supports ELD teachers. This year, the school is focused on academic intervention and ELD instruction with further focus on teacher training and coaching. In year 1 the school will also be preparing for a significant investment upon academic and Social/Emotional Response to Intervention (RtI) that will further address the needs of economically disadvantaged students, R-FEP students, ELs and Foster youth. The school will also provide AVID to middle school students to support them in College-to-Career Readiness.	

- 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.

8.39	%
The school's prior year supplemental grant expenditure was \$272,129, and the MPP percentage was 3.91%. The school's estimated Supplemental Grant funding is \$614,290, and the school's minimum proportionality percentage is 8.39%. As demonstrated in the LCAP, we are spending \$614,290 above our Base Grant in services specifically for our unduplicated target population and have met our MPP in increased or improved services for these students.	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	699,057.00	90,000.00	5,634,039.00	5,553,639.00	5,634,039.00	16,821,717.00
	0.00	0.00	574,200.00	574,200.00	574,200.00	1,722,600.00
Base	511,443.00	90,000.00	3,822,092.00	3,820,092.00	3,822,092.00	11,464,276.00
Lottery	10,000.00	0.00	78,600.00	200.00	78,600.00	157,400.00
One Time Mandated Cost	0.00	0.00	113,000.00	113,000.00	113,000.00	339,000.00
Other	0.00	0.00	135,585.00	135,585.00	135,585.00	406,755.00
Supplemental	0.00	0.00	779,065.00	779,065.00	779,065.00	2,337,195.00
Title I	177,614.00	0.00	105,900.00	105,900.00	105,900.00	317,700.00
Title II	0.00	0.00	2,000.00	2,000.00	2,000.00	6,000.00
Title III	0.00	0.00	23,597.00	23,597.00	23,597.00	70,791.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	0.00	90,000.00	4,307,357.00	4,226,957.00	4,307,357.00	12,841,671.00
0000: Unrestricted	0.00	0.00	17,900.00	17,900.00	17,900.00	53,700.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	76,200.00	200.00	76,200.00	152,600.00
1000-1999: Certificated Personnel Salaries	0.00	90,000.00	3,948,732.00	3,946,732.00	3,948,732.00	11,844,196.00
2000-2999: Classified Personnel Salaries	0.00	0.00	90,125.00	90,125.00	90,125.00	270,375.00
4000-4999: Books And Supplies	0.00	0.00	136,500.00	136,500.00	136,500.00	409,500.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	22,400.00	22,400.00	22,400.00	67,200.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	15,500.00	13,100.00	15,500.00	44,100.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	0.00	90,000.00	4,307,357.00	4,226,957.00	4,307,357.00	12,841,671.00
0000: Unrestricted		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	0.00	0.00	2,500.00	2,500.00	2,500.00	7,500.00
0000: Unrestricted	Title I	0.00	0.00	15,400.00	15,400.00	15,400.00	46,200.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
0001-0999: Unrestricted: Locally Defined	Lottery	0.00	0.00	76,200.00	200.00	76,200.00	152,600.00
1000-1999: Certificated Personnel Salaries	Base	0.00	90,000.00	3,278,292.00	3,276,292.00	3,278,292.00	9,832,876.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	661,440.00	661,440.00	661,440.00	1,984,320.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	7,000.00	7,000.00	7,000.00	21,000.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	2,000.00	2,000.00	2,000.00	6,000.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	8,000.00	8,000.00	8,000.00	24,000.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	80,625.00	80,625.00	80,625.00	241,875.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	1,500.00	1,500.00	1,500.00	4,500.00
4000-4999: Books And Supplies	Base	0.00	0.00	500.00	500.00	500.00	1,500.00
4000-4999: Books And Supplies	One Time Mandated Cost	0.00	0.00	100,000.00	100,000.00	100,000.00	300,000.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	26,000.00	26,000.00	26,000.00	78,000.00
4000-4999: Books And Supplies	Title I	0.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	9,400.00	9,400.00	9,400.00	28,200.00
5000-5999: Services And Other Operating Expenditures	One Time Mandated Cost	0.00	0.00	3,000.00	3,000.00	3,000.00	9,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	2,100.00	2,100.00	2,100.00	6,300.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery	0.00	0.00	2,400.00	0.00	2,400.00	4,800.00
5800: Professional/Consulting Services And Operating Expenditures	One Time Mandated Cost	0.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00

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]