Introduction:

LEA: <u>Cesar Chavez Language Academy</u>   Contact : <u> Francisco J. González, Principal <u>fgonzalez@srcs.k12.ca.us</u>, (707)528-5011</u> LCAP Year:<u> 2014-2015 </u>

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:
Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*
Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*
Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*
Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*
Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:
Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*
Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:
Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*
Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*
School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP

Involvement Process

Administrators met with various stakeholder groups: SSC, ELAC/DELAC, Boosters and students, as applicable

School	BAB	ELAC	Booster, PTA, PFO	General Parent Meetings	Staff Meetings
Cesar Chavez Language Academy	2-25-14	Embedded with Comstock School	n/a	Part of ELAC and PTA	2-26-14

District office also held community meetings during 2014 on March 4th, 11th, and 13th throughout the city and at different times the day. Child care and translation was available at each meeting. Union consultant took place on March 13, 2014 with certificated and classified units. Agendas were provided for all meetings and opportunities to ask questions regarding the new law and funding formula were provided.

Principals met with district office to compile data trends from input meetings and a final list was developed. This analysis was translated and posted on the website for community. A prioritizing survey for LCAP was then posted on the website Tuesday, April 15-22 to provide additional data.

Impact on LCAP

Analysis of Input Meetings:

Conditions of Learning
- Recruit and retain staff including restoration of staff
- Provide basic supplies: classified and certificated
- Provide 21st century learning environments: infrastructure, equipment and training
- Provide 21st century learning facilities for group, team & individual learning
- Increase working calendar or daily hours
- Interactive, relevant learning

Pupil Outcomes
- Professional learning model that is scalable and sustainable
- Collaboration time
- Integration of community resources beyond the school bells
- Extended day or year: before, after or summer
- Enhance English Learner Program: placement, materials, data and instructional outcomes
- Differentiated learning experiences: coaches, reading specialist, aides to decrease teacher: student ratio and support professional learning

Engagement
- Social emotional support: additional time, staff and at elementary school
- Family/Community Mentors: outreach and case management
- Increase support staff time and services to promote safety: noon supervisors, nurses, psychologist
- Caring school climate
- Improved communication: Parent Center, parent classes and common school websites
- Restorative Practices implemented
- Matriculation projects: between grade levels and schools
- Promote college-going culture district wide

Annual Update: 2015	Annual Update:

Annual Update: 2015

Administrators met with various stakeholder groups: Teacher, Bilingual Advisory Board, ELAC, Boosters (Parent Engagement Committee) and students, as applicable.

School	BAB	ELAC	Booster, PTA, PFO	General Parent Meetings	Staff Meetings
Cesar Chavez Language Academy	9-30-14 10-13-14 1-27-15 2-24-15 3-17-15 4-28-15 5-26-15	2-18-15	Family Engagement Committee	Part of ELAC, BAB, and Family Engagement Meetings	4-1-15 5-13-15

District office also held LCAP community meetings during 2014-2015 school year

DELAC	DAC	SUN
LCAP update at every meeting, input gathered throughout 9-4-14, 10-9-14 11-6-14, 1-8-15, 2-5-15 3-5-15, 4-9-15, 5-7-15	District Advisory Board 10-23-15, 11-4-14 2-26-15, 5-11-15	Stakeholder Unity Network 11-15-15, 1-24-15 1-27-15, 3-12-15 3-19-15, 4-25-15 4-28-15

Child care and translation was available at each meeting.   Agendas were provided for all meetings and opportunities to ask questions regarding the law and funding formula were provided.

DRAFT LCAP for Cesar Chavez was available for public viewing April 28 – May 22.

Impact on LCAP Continue and Increase Actions/Services Below

Conditions of Learning
- Recruit and retain staff including restoration of staff (increase IA support)
- Provide basic supplies: classified and certificated
- Provide 21st century learning environments
- Provide 21st century learning facilities for group, team & individual learning
- Increase working calendar or daily hours
- Interactive, relevant learning

Pupil Outcomes
- Professional learning model that is scalable and sustainable
- Collaboration time
- Integration of community resources beyond the school bells
- Extended day and/ or year: before, after or summer
- Enhance English Learner Program: placement, materials, data and instructional outcomes
- Differentiated learning experiences: coaches, reading specialist, aides to decrease teacher: student ratio and support professional learning

Engagement
- Social emotional support: additional time, staff and at elementary school
- Family/Community Mentors: outreach and case management
- Increase support staff time and services to promote safety: noon supervisors, nurses, psychologist , resource specialist, IAs, FEF, SEAW
- Caring school climate, bullying prevention & intervention
- Improved communication: Parent Center, parent classes and common school websites
- Restorative Practices implemented
- Matriculation projects: between grade levels and schools
- Promote college-going culture district wide

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 school sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

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

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

Scope of Service: Describe the scope of each action/service by identifying the school sites 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 school sites 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 school sites?
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 school sites, 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)** Creation of strong scope and sequence model for all grades that adheres to the 90-10 model for dual immersion in K-1, 70-30 in grades 1-3, and 50-50 in grades 4-8	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Implementation of California Sate and adherence to Dual Immersion Model		
Goal Applies to:	Schools:	Cesar Chavez Language Academy	
	Applicable Pupil Subgroups:	All Students, English Learns, Low Income, Foster Youth	

LCAP Year 1: 2014-2015

Expected Annual Measurable Outcomes:	A strong scope and sequence for all grade levels that adheres to 90-10 model for dual immersion in K-1, 70-30 in grades 1-3, and 50-50 in grades 4-8 using research and data in order to increase academic achievement (at least 5%) as measured in assessments on each assessment cycle.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide collaboration opportunities for development and improvement of scope and sequence using common core state standards, school-wide data, and dual immersion research with a focus on grades K-1	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2000 Supplemental Concentration
Professional development opportunities for teachers in Common Core State Standards and Dual Immersion Model through Project GLAD	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2000 Supplemental Concentration
Create strong scope and sequence of dual immersion and CCSS by training staff on early literacy strategies such as guided reading.	CCLA	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2000 Supplemental Concentration

Recruit and retain classified staff (Bilingual Instructional Aide) to assist in improvement of CELDT results	CCLA	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 Supplemental Concentration
Train staff on new ELD standards	CCLA	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000 Supplemental Concentration
Develop plan and provide support for Foster Youth by piloting part-time Student Engagement Activities Worker that will develop during and after school extracurricular learning opportunities.	CCLA	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$16,000 Supplemental Concentration
Create benchmark celebrations for reclassified fluent English proficient students	CCLA	__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No funding source due to only having grades K-1 Reclassification will begin in grade 2 to allow for optimal support of ELs

	LCAP Year 2: 2015-2016			
Expected Annual Measurable Outcomes:	A strong scope and sequence for all grade levels that adheres to 90-10 model for dual immersion in K-1, 70-30 in grades 1-3, and 50-50 in grades 4-8 using research and data in order to increase academic achievement (at least 5%) as measured in assessments on each assessment cycle.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide collaboration opportunities for development and improvement of scope and sequence using common core state standards, school-wide data, and dual immersion research with a focus on grades 2-3		CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No funding Allocated
Professional development opportunities for teachers in Common Core State Standards and Dual Immersion Model through Project GLAD and attendance of ADTLE conference		CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1000 Supplemental Concentration
Refine scope and sequence, early literacy strategies such as guided reading, and monitor growth of strategies.		CCLA	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2000 Supplemental Concentration
Retain classified staff (Bilingual Instructional Aide) to assist in improvement of CELDT results		CCLA	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 Supplemental

Increase teaching capacity of staff using new ELD standards	CCLA	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000 Supplemental Concentration
Continue support for Foster Youth with part-time Student Engagement Activities Worker that will continue to refine during and after school extracurricular learning opportunities.	CCLA	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$16,000 Supplemental Concentration
Create benchmark celebrations for reclassified fluent English proficient students and collaborate with district on "Seal of Biliteracy.	CCLA	__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No funding Allocated

LCAP Year 3: 2016-2017				
Expected Annual Measurable Outcomes:	A strong scope and sequence for all grade levels that adheres to 90-10 model for dual immersion in K-1, 70-30 in grades 1-3, and 50-50 in grades 4-8 using research and data in order to increase academic achievement (at least 5%) as measured in assessments on each assessment cycle.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Provide collaboration opportunities for development and improvement of scope and sequence using common core state standards, school-wide data, and dual immersion research with a focus on grades 4-8	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		No funding Allocated
Professional development opportunities for continuing and new teachers in Common Core State Standards and Dual Immersion Model through Project GLAD and attendance of ADTLE conference	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$3000 Supplemental Concentration
Refine scope and sequence and monitor teacher capacity and growth of strategies.	CCLA	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		No funding Allocated
Retain classified staff (Bilingual Instructional Aide) to assist in improvement of CELDT results	CCLA	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		No funding Allocated

Increase teaching capacity of staff using new ELD standards	CCLA	__ALL <hr>OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No funding Allocated
Continue support for Foster Youth with part-time Student Engagement Activities Worker that will continue to refine during and after school extracurricular learning opportunities. Create Bilingual School Program.	CCLA	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No funding Allocated
Continue benchmark celebrations for reclassified fluent English proficient students and collaboration with district on "Seal of Biliteracy. Work towards becoming an award winning school in the work of biliteracy.	CCLA	__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No funding Allocated

GOAL:	(2) Pupil Outcomes: Increase performance on standardized assessments.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Student performance on standardized assessments, including dual language assessments shall increase	
Goal Applies to:	Schools:	Cesar Chavez Language Academy
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2014-2015

Expected Annual Measurable Outcomes:	Increase the performance of all pupils on standardized assessments for each assessment cycle by 5% on CELDT and Dual language assessments. Focus on grades K-1

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide collaboration opportunities for grade levels to analyze & interpret student data, plan differentiated instruction	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None Allocated
Train all teachers for the implementation of standardized assessments and obtain necessary materials for administration of tests	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000 Supplemental Concentration

LCAP Year 2: 2015-2016				
Expected Annual Measurable Outcomes:	Increase the performance of all pupils on standardized assessments for each assessment cycle by 5% on CELDT and Dual language assessments. Focus on grades K-2			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Provide collaboration opportunities for grade levels to analyze & interpret student data, plan differentiated instruction	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		None Allocated
Continue to build teacher capacity of standardized assessments and obtain necessary materials for administration of tests for Smarter Balance	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$1,000 Supplemental Concentration

LCAP Year 3: 2016-2017				
Expected Annual Measurable Outcomes:	Increase the performance of all pupils on standardized assessments for each assessment cycle by 5% on CELDT and Dual language assessments. Focus on grades K-3			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Provide collaboration opportunities for grade levels to analyze & interpret student data, plan differentiated instruction	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		None Allocated
Continue to build teacher capacity of standardized assessments and obtain/enhance necessary materials for administration of tests for Smarter Balance	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$1,000 Supplemental Concentration

GOAL:	**(3)** Engagement, School Climate: Create a strong foundation and adherence to charter document by involving all stakeholders thus improving school climate.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Increase engagement of parents and students through research based community school strategies.
Goal Applies to:	Schools:	Cesar Chavez Language Academy
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2014-2015

Expected Annual Measurable Outcomes:	Increase all stakeholder involvement and understanding of dual language immersion model.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adhere to charter document and parent involvement provision	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No funding Allocated
Create parent nights and create parent surveys	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000 Supplemental Concentration
Create educational opportunities for parents	CCLA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Same source as above
Create extended learning opportunities for students.	CCLA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Same source as above

	LCAP Year 2: 2015-2016			
Expected Annual Measurable Outcomes:	Increase all stakeholder involvement and understanding of dual language immersion model.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Adhere to charter document and parent involvement provision. Provide more parent involvement opportunities by partnering with community.	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		No funding Allocated
Continue parent nights and create parent surveys	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		No funding Allocated
Continue educational opportunities for parents	CCLA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Same source as above
Continue extended learning opportunities for students.	CCLA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Same source as above

LCAP Year 3: 2016-2017			
Expected Annual Measurable Outcomes:	Increase all stakeholder involvement and understanding of dual language immersion model.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adhere to charter document and parent involvement provision. Continue to provide more parent involvement opportunities by partnering with community.	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No funding Allocated
Continue parent nights and create parent surveys	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000 Supplemental Concentration
Continue educational opportunities for parents	CCLA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Same source as above
Continue extended learning opportunities for students.	CCLA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Same source as above

Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	1- Creation of strong scope and sequence model for all grades that adheres to the 90-10 model for dual immersion in K-1, 70-30 in grades 2-3, and 50-50 in grades 4-8	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Cesar Chavez Language Academy
	Applicable Pupil Subgroups:	All Students, English Learns, Low Income, Foster Youth

Expected Annual Measurable Outcomes:	A strong scope and sequence for all grade levels that adheres to 90-10 model for dual immersion in K-2, 70-30 in grades 2-3, and 50-50 in grades 4-8 using research and data in order to increase academic achievement (at least 5%) as measured in assessments on each assessment cycle.	Actual Annual Measurable Outcomes:	A strong scope and sequence for all grade levels that adheres to 90-10 model for dual immersion in K-2 in order to increase academic achievement (at least 5%) as measured in assessments on each assessment cycle.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide collaboration opportunities for development and improvement of scope and sequence using common core state standards, school-wide data, and dual immersion research with a focus on grades K-1	$2000 Supplemental Concentration	Provide collaboration opportunities for development and improvement of scope and sequence using common core state standards, school-wide data, and dual immersion research with a focus on grades K-2	$1000 State Common Core Implementation Funds
Scope of service: CCLA		Scope of service: CCLA	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Professional development opportunities for teachers in Common Core State Standards and Dual Immersion Model through Project GLAD	$2000 Supplemental Concentration	Professional development opportunities for teachers in Common Core State Standards through Project GLAD	NA District Title II District Title III
Scope of service: CCLA _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: CCLA _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Create strong scope and sequence of dual immersion and CCSS by training staff on early literacy strategies such as guided reading.	$2000 Supplemental Concentration	Planned Action Postponed for year 2. Teachers will participate in PD during summer of 2015 in differentiation.	$4500 Concentration
Scope of service: CCLA __ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: CCLA __ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Recruit and retain classified staff (Bilingual Instructional Aide) to assist in improvement of CELDT results	$30,000 Supplemental Concentration	Recruit and retain classified staff (Bilingual Instructional Aide) to assist in improvement of CELDT results. Indicator- 2015-2016 CELDT results. CELDT is administered in the Fall and B-Instructional Aide was hired in the Fall of 2014	$30,000 Supplemental
Scope of service: CCLA __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: CCLA __ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Train staff on new ELD standards	$1,000 Supplemental Concentration	Train staff on new ELD standards- Project GLAD PD included training on new ELD Standards.	$1,000 Supplemental
Scope of service: CCLA __ALL OR: __Low Income pupils __X__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: CCLA __ALL OR: __Low Income pupils __X__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Develop plan and provide support for Foster Youth by piloting part-time Student Engagement Activities Worker that will develop during and after school extracurricular learning opportunities.	$16,000 Supplemental Concentration	Action pending, recruitment for Student Engagement Activities worker has been ongoing through the school year. CCLA has been unable to recruit qualified personnel.	Funding still Available ($16,000) Supplemental
Scope of service: CCLA __ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: CCLA __ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Create benchmark celebrations for reclassified fluent English proficient students	NA	No students were reclassified during the school year. Current ELs are in year 1 & 2 of program.	NA
Scope of service: CCLA __ALL OR: __Low Income pupils __X__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: CCLA __ALL OR: __Low Income pupils __X__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	- Grade Level teams will attend Differentiation Conference during the summer **Cost: $4,000.00 supplemental 0500** - New Teachers GLAD trained - Provide 6 professional development/collaboration days for ELD Training and to include ELD in Scope & Sequence (2 before classes begin, 4 throughout the year) **Cost: $3,300 (2 days) and $3,400 (subs 4 days)= $7,000 supplemental 0500** Professional development on Guided reading **Cost: $1,600.00 supplemental 0500** - Continue Bilingual Instructional AIDE (6 hours) and add part-time (3 hour) Bilingual Instructional Aide **Cost: $30,000 supplemental 0500, $15,000 concentration 0510** Recruit & retain part-time Student Engagement Activities Worker **Cost: $16,000 supplemental 0500** - Unable to recruit in 2014-2015 school year - Enhance during & after school learning opportunities for students - Create benchmark celebrations **Cost: $150.00 Base 0000** - Build partnership with Comstock Middle School (Cross-Age Tutors) **(See Goal 3)** **Professional Development in Physical Education** - SPARK Program, **Cost: $2,000 Base 0000**

GOAL 1 LCAP Year 2: 2015-2016 **(Revised)**

Expected Annual Measurable Outcomes:	A strong scope and sequence for all grade levels that adheres to 90-10 model for dual immersion in K-1, 70-30 in grades 1-3, and 50-50 in grades 4-8 using research and data in order to increase academic achievement (at least 5%) as measured in assessments on each assessment cycle.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide collaboration opportunities for development and improvement of scope and sequence using common core state standards, school-wide data, and dual immersion research with a focus on grades K-3	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7000 Supplemental (0500)
Professional development opportunities for teachers in Common Core State Standards and Dual Immersion by attending Local, State, or Nation-wide Conferences	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4000 Supplemental (0500)

Refine scope and sequence, early literacy strategies such as guided reading, and monitor growth of strategies.	CCLA	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1600 Supplemental (0500) Also embedded in Collaboration Opportunities
Retain 6 hour classified staff (Bilingual Instructional Aide) and recruit & retain additional 3 hour classified staff (Bilingual Instructional Aide) to assist in improvement of CELDT results.	CCLA	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 Supplemental (0500) $15000 Concentration (0510)
Increase teaching capacity of staff using new ELD standards	CCLA	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Embedded in Collaboration Opportunities
For Foster Youth, recruit and retain part-time Student Engagement Activities Worker that will support students during and after school through extracurricular learning opportunities.	CCLA	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$16,000 Supplemental (0500)
Create benchmark celebrations for reclassified fluent English proficient students and collaborate with district on "Seal of Biliteracy.	CCLA	__ALL OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$150 Base (0000)
Provide professional development in physical education and materials as necessary as part of School Wellness Plan.	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2000 Base (0000)

Original GOAL from prior year LCAP:	**2-** Pupil Outcomes: Increase performance on standardized assessments.		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: Cesar Chavez Language Academy		
	Applicable Pupil Subgroups: All		

Expected Annual Measurable Outcomes:	Increase the performance of all pupils on standardized assessments for each assessment cycle by 5% on CELDT and Dual language assessments. Focus on grades K-1	Actual Annual Measurable Outcomes:	Increase the performance of all pupils on standardized assessments for each assessment cycle by 5% on CELDT and Dual language assessments. Focus on grades K-1

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Provide collaboration opportunities for grade levels to analyze & interpret student data, plan differentiated instruction	None Allocated	Provide collaboration opportunities for grade levels to analyze & interpret student data, plan differentiated instruction	$1,000 State Common Core Implementation Funds
Scope of service: CCLA		Scope of service: CCLA	
_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)_____	

			Funding Still Available ($3,000) Supplemental Concentration Training included in cost of assessment program purchased district-wide
Train all teachers for the implementation of standardized assessments and obtain necessary materials for administration of tests	$3,000 Supplemental Concentration	Train all teachers for the implementation of standardized assessments and obtain necessary materials for administration of tests	
Scope of service: CCLA _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: CCLA _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?	- Provide necessary screening tools (Let's Go Learn: DORA & ADAM) and training. **Cost: $1,000.00- supplemental 0500** - Provide necessary technology tools (devices) - Online assessments - Pupil learning opportunities - Staff Training (Let's Go Learn, SBAC) **Cost: $12,000.00 Year 1 Funds- supplemental 0500** - Continue Bilingual Instructional AIDE (6 hours) & Add 3 hour Bilingual Inst. Aide **Cost: Included in Goal 1, supplemental 0500, concentration 0510** - Recruit & retain part-time Student Engagement Activities Worker- **Cost: Included in Goal 1** - Extended learning opportunities for students **Cost: Included in Goal 3** - Develop a Library- **Cost: Base 0000** - Build a school computer lab- **Cost: BOND & year 1 Funds (see tech tools above)** - Investigate Visual & Performing Arts programs/teachers - Add part-time 0.2 FTE Resource Specialist- **Cost: Special Services**		

GOAL 2 LCAP Year 2: 2015-2016 (Revised)			
Expected Annual Measurable Outcomes:	Increase the performance of all pupils on standardized assessments for each assessment cycle by 5% on CELDT and Dual language assessments. Focus on grades K-2		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide collaboration opportunities for grade levels to analyze & interpret student data, plan differentiated instruction	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Embedded in Goal 1
Continue to build teacher capacity of standardized assessments and obtain necessary materials for administration of tests for Smarter Balance	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1000 Supplemental (0500)
Provide necessary technology tools (devices) needed for online assessments, pupil learning opportunities using technology, building teacher capacity in Let's Go Learn assessment/instruction system.	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$12000 Supplemental (carryover from year 1) Base (0000)
For Foster Youth, recruit and retain part-time Student Engagement Activities Worker that will support students during and after school through extracurricular learning opportunities.	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Embedded in Goal 1
Retain 6 hour classified staff (Bilingual Instructional Aide) and recruit & retain additional 3 hour classified staff (Bilingual Instructional Aide) to assist in improvement of CELDT results.	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Embedded in Goal 1
Extend student learning opportunities for students, especially English Learners, Low Income students, and Foster Youth by offering after school tutoring and a summer program (ESY)	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Embedded in Goal 3

Develop Classroom Libraries and school library	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base (0000)
Investigate visual and performing arts programs and/or teacher	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	NA
Add a part-time 0.2 FTE Resource Specialist	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Special Services

Original GOAL from prior year LCAP:	**3-** Engagement, School Climate: Create a strong foundation and adherence to charter document by involving all stakeholders thus improving school climate.	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:	Cesar Chavez Language Academy
	Applicable Pupil Subgroups:	All Students

Expected Annual Measurable Outcomes:	Increase all stakeholder involvement and understanding of dual language immersion model.	Actual Annual Measurable Outcomes:	Increase all stakeholder involvement and understanding of dual language immersion model.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Adhere to charter document and parent involvement provision	No funding Allocated	Adhere to charter document and parent involvement provision • Parent Involvement Committee created through Bilingual Advisory Board • Parent Involvement Committee began process of creating a School Foundation (non-profit)	No funding Allocated
Scope of service: CCLA		Scope of service: CCLA	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Create parent nights and create parent surveys	$2,000 Supplemental Concentration	• Parent survey created by school district • Parent Involvement Committee communications through social media • Parent Involvement Committee canvassed parents school-wide for services they could provide to the school	No funding necessary
Scope of service: CCLA _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: CCLA _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Create extended learning opportunities for students.	Same source as above	Extended Learning opportunies created after school (tutoring). Extended school year provided for "At-Risk" students (summer school)	$2,000 Supplemental & $13,000 Concentration
Scope of service: CCLA _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: CCLA _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Create educational opportunities for parents	No funding Allocated	Parent educational opportunities for parents provided by district office and during ELAC & Bilingual Advisory Board meetings	District Title III
Scope of service: CCLA		**Scope of service:** CCLA	
_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?	• Continue surveys and create parent nights & trainings **Cost: $1,000.00 supplemental 0500, $1,000.00 concentration 0510**
	• Additional Office Support (0.5 IMT + 0.5 Elem Tech= 1 FTE)- **Cost: $30,000 Base 0000**
	• Part-time custodian
	• Create Student of the Month Celebrations **Cost: $150.00 Base 0000**
	• Upgrade playground equipment-**Facilities**
	• Strengthen partnership with Comstock Middle School **(See Goal 1)** and research foreign language courses in middle school (ie. French/Spanish)
	• Research (and partner with) other SRCS dependent charters to investigate creation of International Middle School **(see Goal 1)**
	• Create school Foundation
	• Develop partnership with Sonoma State University and investigate dedicated classroom at CCLA for B/CLAD candidates
	• Develop partnership with other Dual Language Immersion Schools in Sonoma and Napa Counties
	   • Dual Immersion Schools Network
	   • School visits
	   • Partners to collaborate with Sonoma State
	• Investigate Pre-School Program
	• Provide Anti-Bullying Workshops- **Cost: $1000 supplemental 0500, $500 concentration 0510**
	• Extended school learning opportunities- **Cost: $13,000 concentration 0510 (Also Goal 2)**		

GOAL 3 LCAP Year 2: 2015-2016 (Revised)			
Expected Annual Measurable Outcomes:	Increase all stakeholder involvement and understanding of dual language immersion model.		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Adhere to charter document and parent involvement provision. Provide more parent involvement opportunities by partnering with community.	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	NA
Create parent nights and create parent surveys to include educational opportunities for parents	CCLA	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1000 Supplemental (0500) $1000 Concentration (0510)
Provide additional office and facilities support by providing a part-time (0.5 FTE) Instructional Materials Technician and part-time (0.5 FTE) Elementary Technician; and a part-time custodian.	CCLA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base (0000)
Continue extended learning opportunities for students.	CCLA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$13000 Concentration (0510)
Create student of the month celebrations for students that reach benchmark goals and students that are reclassified.	CCLA	X_ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$150 Base (0000)
Provide anti-bullying workshops for students and trainings for teachers.	CCLA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1000 Supplemental (0500) $500 Concentration (0510)

Provide a safe playground environment that is conducive to positive physical activity.	CCLA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Base Facilities (0000)
Strengthen partnership with Comstock Middle School in order to build a stronger community of learners K-8	CCLA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	NA
Research and partner with other SRCS dependent charters to investigate an International middle school	CCLA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	NA
Work with the school community to create a school foundation that will support the needs of the school.	CCLA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	NA
Research and initiate partnership with Universities to facilitate B/CLAD programs.	CCLA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	NA
Develop partnerships with other Dual Immersion Schools in Sonoma County and Napa County. • Dual Immersion Schools Network • School visits • Partners to collaborate with universities	CCLA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	NA
Research pre-school programs at CCLA	CCLA	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	NA

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:		**$100,000** ($61,733 Supplemental & $40,781 Concentration)	
Goal 1: Conditions of learning		**Supplemental**	**Concentration**
A.Extended Year or Day/Summer Professional Development	**Cost**	**$4,000.00**	
B. Collaboration Time for Teachers	**Cost**	**$7,000**	
C. Professional development on Guided reading	**Cost**	**$1,600.00**	
D. Continue Bilingual Instructional AIDE, add 3 hour aide	**Cost**	**$30,000.00**	**$15,000.00**
E. Recruit & retain part-time Student Engagement Activities Worker	**Cost**	**$16,000.00**	
Goal 2: Pupil Outcomes			
A. Screening tools (Let's Go Learn: DORA & ADAM) and training	**Cost**	**$1,000.00**	
Goal 3: Engagement & School Climate			
A. Parent surveys and parent nights	**Cost**	**$1,000.00**	**$1,000.00**
B. Student Mental Health & Anti-Bullying	**Cost**	**$1,000.00**	**$500**
C. Extended school learning opportunities	**Cost**		**$13,000.00**
	Sub Totals	**$61,600.00**	**$29,500.00**
	Total	**$91,100**	

Goal 1:

A. Teachers will receive professional development necessary as evidenced by administrator observations, teacher input, and school-wide community input. For example, during the 2014-2015 school year, teachers needed support in differentiating lessons for students not meeting grade level expectations and for students exceeding grade level expectations; thus, teachers will attend summer training for differentiation.

B. Teachers will use collaboration time in order to refine the dual immersion scope and sequence. Data will be analyzed and standards-based units of study will be created/refined to meet the needs of all students. Teachers will also share best practices and have the opportunity to collaborate on how to meet the needs of struggling students.

C. Guided reading professional development in order to be able to implement a "walk-to-read" or similar model. Students are regrouped based on specific skills needed using "Let's Go Learn" and other school assessments. This will be part of our MTSS model.

D. Instructional aides are necessary for early literacy programs, such as mentioned in "C" above. Instructional aides help make small group instruction a reality, and they help support the program by working with students one on one or in small groups. Emphasis will be placed in the mornings during language arts in Spanish and English.

E. The student Engagement Activity Worker will help decrease the number of corrective discipline by offering students structured activities during recess and lunch. They will organize team sports activities and bring additional resources to the school by doing outreach. This outreach shall result in bringing experts into the school that can do specialized activities with students during and after school. This person will also decrease the student to adult ratio on the playground, which will result in fewer injuries and issues on the playground.

Goal 2:

A. Screening tools and equipment is necessary in order to have a comprehensive Multi-Tiered System of Supports (MTSS). Let's Go Learn provides assessments in Language Arts and Math in both English and Spanish. Training for analyzing data provided by Let's Go Learn is also necessary. This information teachers will use during collaboration time.

Goal 3:

A. Parent surveys are needed for the ongoing development and growth of the school. This is part of family engagement and making sure we get the input of the community as we expand our programs. Through surveying parents, it was discovered that parents need to have classes where they can learn Spanish. It cannot be assumed that speaking a language means being literate in that language. Thus, family nights will be created to help parents understand immersion programs, help parents with students' homework, and help foster a community of learners.

B. Student mental health is of concern in all schools, including bullying. Through input from the community and disciplinary measures taken through the year, our data indicates that students and teachers need additional support.

C. Extended learning opportunities include after school tutoring and summer school programs for students English Learners, Low Income Students, and Foster Youth. As part of our MTSS model, students will receive additional instruction extending beyond the school day with the goal of making sure all student are reading in the lower grades.

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.

| 45 | % |

For LCAP year 1, 2014-2015, the total supplemental and concentrated funds estimated was **$56,000**. Several actions and items did not have money allocated; it was either not necessary or covered by other non-supplemental and non-concentration funds. For year 2 of LCAP an estimated **$100,000** supplemental and concentrated funds are allocated.

Cesar Chavez Language Academy expects growth in English Learner, Low Income, and Foster Youth students based on the innate growth of the school (adding an additional grade level and additional kindergarten classroom) and demographics of surrounding communities. The 2014-2015 enrollment was 110 pupils. Expected growth estimates indicate CCLA's projected enrollment will be 175 students; this is 65% increase in pupils. Additionally, CCLA has had over 70% increase of English Learners between 2013-2014 and 2014-2015 school years. CCLA also had an increase of foster youth during LCAP Year 1 when previously it was at zero. CCLA has also seen an increase in Low Income students.   Teaching staff will also increase from 5.0 FTEs to 8.2 FTEs.

The increase in funding is necessary for our growing population of English Learners, Low Income, and Foster Youth students. CCLA's Charter calls for strong parent engagement in our school community. More resources, such as a Family Engagement Facilitator will help facilitate the parent to school communication and parent education opportunities. With new common core state standards, it is crucial teachers receive appropriate training and support for further development of a scope and sequence that adheres to the dual immersion model and incorporates strategies for English Learners, Low Income students, and Foster Youth. Of equal importance is the student physical and mental health; increase in resources are necessary to meet the growing needs of all students.

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).