Introduction:

Almond Acres Charter Academy is dedicated to providing all kindergarten through eighth grade students with an academically challenging and cooperative educational environment rich in authentic experiences emphasizing the core curriculum, the arts, character development, and service learning to ensure that all students gain the knowledge and skills necessary to _Learn and Lead_ in a dynamic contemporary society.

LEA: Almond Acres Charter Academy

Contact: Bob Bourgault, Executive Director, bbourgault@aacacademy.com, (805)467-2095

LCAP Year: 2016-17

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

School

- All members of the faculty and staff responded to an LCAP survey related to the nine state priorities.
- KPI's (Key Performance Indicators) were established to gather quantitative data and to determine key initiatives for each trimester. These indicators are posted on a wall in the main office and are monitored weekly during morning KPI meetings.
- The Executive Director updates the San Miguel Joint Unified School District (SMJUSD) school board regarding the school's progress at their monthly meeting.
- The Cabiniet & Leadership Teams meet monthly to discuss school-wide successes and struggles and analyze current KPI data.
- The entire faculty and staff meet every morning to address Key Performance Indicators and to discuss strengths and struggles. Immediately following this meeting the entire school meets each day for about 10 minutes in order to share update students and families regarding activities, events, school programs, and student achievement.
- The Executive Director meets with all Middle School students every Wednesday in a mini seminar. This seminar provides feedback and input from the students regarding the effectiveness of the school. Additionally, the Middle School students select representatives to administer the Junior Optimist Octagon International club. This club represents the student body and meets with the Executive Director weekly.
- Faculty meetings are held monthly to review recommendations from the Cabinet and Leadership Teams needed for implementation of any new policies and procedures.
- Stakeholders attend the annual CA Charter School Association conference to get training on various state priority related workshops and upon return, meet to discuss the implementation of the learnings from the conference.
- The Executive Director meets with the SMJUSD Superintendent regularly to discuss current successes and challenges.

Families

- Program Site Council meets monthly with the Executive Director to discusses strengths, struggles, and initiatives.
- A weekly update is sent to every family from the Executive

Annual Update:

Insight from the above engagements has led the school to further defining the strategic plan of the school and to better define the roles and responsibilities of all stakeholders. Specifically, the data collected from the culture and LCAP surveys along with dialogue with various stakeholders has helped the school to put greater focus on the following areas:

- Board review of progress and the development of a new renewal timeline. which has led to an annual budget more reflective of the mission and vision of the school. The impact on the annual review and update has not changed the general goals of the school, but has refined the actions, services, and expenditures. Essentially, these areas a better defined and the resources more specifically allocated to them.
- Improved communication from teachers regarding the instructional strategies used at school that can also be used at home to increase learning and retention.
- Revisions to writing and mathematics curriculum
- Service/Project Based Learing focus
- Support for School to Family Learning

Unduplicated student enrollment has increased over the course of the school year. The following subgroup percentages are:

- Low income pupils = 25%
- Foster Youth = <1%
- English Language Learners = <1%

Director using Parent Square.

- Six mandatory family meetings are held throughout the year to further engage all stakeholders. Families unable to attend these live meetings may participate in the meeting via a virtual webinar.
- Parents are asked, in accordance with the school charter and parent enrollment agreement, to directly participate in school for at least 60 hours to support student achievement and school improvement.
- The use of Parent Square provides secure daily communication to all families. This web-based communication tool provides whole school or group communications, surveys, sign-ups, and announcements. It is the primary tool used to communicate with all stakeholders. A weekly update from the Director is posted every Monday.
- "Meet the Teacher" picnics are held in August each year.
- School/class newsletters sent to all parents a least twice per month.
- All families were provided the opportunity to respond to the LCAP survey related to the nine state priorities. Approximately 60% of the families responded.
- Family Participation Days are held on the third Saturday of every month during the school year to complete projects and receive training.
- When possible, an exit interview is conducted each time a student leaves AACA to asses the reasons for transferring to another school.
- Annual school Back-to-School and Open House" are held in September and June respectively.
- A school/family synergy survey was used to examine the strengths and struggles of the school. Areas of need reported in the surveys related to:
    - Improved facilities,
    - Increased intervention for struggling students
    - Implementation of programs from the charter petition
    - Parent participation strategies to improve student academic achievement

Board of Directors

- The Board of Directors meet each month to assess KPI progress, discuss initiatives, and determine action on program considerations to improve student achievement. Study sessions

occur each trimester to give attention to key initiatives related to state prioritites and the school's strategic plan.

- Board retreats, study sessions, and special board meetings have helped to develop a long term strategic plan and overall organizational health.
- The board prepared a strategic plan for the next three years. The objectives and initiatives proposed by the board include:
  - Complete charter implementation by improving and/or adding the following programs:
    - Second Language literacy
    - Incorporation of more visual and performing arts
    - Incorporation of more Service Learning and Project-based learning experiences.
    - Use of STEAM activities and programs school-wide.
    - Implementation of 21st century applications of technology and providing requisite training and support to the students and faculty.
  - Provide additional professional development and leadership opportunities to all employees.
  - Evaluation and augmentation of character education programs and practices.
  - Use of a comprehensive Personalized Learning Portfolio for all students.
  - Invest in effective long-term facilities.
  - Prepare for charter renewal application.
  - Improve marketing strategies to maximize enrollment and communicate the mission and vision of the school.

Community

- AACA is represented at the Community Advisory Council for the county SELPA by one of our parents.
- Presentations have been made to various community organizations (Hispanic Business Assoc., Optimist Club, Chamber of Commerce, SM Business Assoc.) to share the mission and vision of the school and to request input regarding local education initiatives.
- School tours are offered every month to invite prospective families and community members to learn about and experience the school.
- Pursuant to Education Code 52063(b)(1), public notification in regards to the LCAP development was communicated to all

- stakeholders at each monthly board meeting. A public hearing was held on June 23rd, 2016.
- Community sponsored citizenship lunches are held monthly to recognize student's displaying outstanding citizenship traits. These luncheons provide input and feedback from local business leaders.
- Various minor and major fundraising events help to augment the school's budget by c. $100,000.
- Local grants have provided various resources (supplies, programs, field trips, etc..) to support classroom instruction.
- Stakeholders can access the school's website for up-to-date information about the school, the programs offered as well as general information, including all updates regarding LCAP priorities.

Annual Update:	**Annual Update:**
Annual Update: *AACA has maintained most of the engagement expereinces identified in the previous LCAP report. These experiences have proved to be intregal to our growth, development, and student achievement. Additional experiences to enhance engagement have included:* • Cabinet and leadership meetings to review KPI's. • New format for family meetings to include the AACA business of heart, mind, body, and soul; coupled with a school/family synergy session to improve student achievement. • In the winter all stakeholders provided input to a school culture and LCAP survey. The return rate for families was approximately 65% return. All staff submitted surveys and every grade level was surveyed. After collecting the survey data the LCAP team reviewed the results and reported them to the school board.	The impact of the Annual Update supported general assumptions about the strengths and struggles of school climate and programs. It is clear that the climate/organizational health of the school in regard to family engagement and faculty disposition is strong and continues to grow into a very healthy system of relationships. It is also clear that our effort to assess and monitor student growth using the new Personal Learning Portfolio and Professional Educator portfolio systems are providing valid and reliable measures of achievment. What has been determined to be areas of need are specific to curriculum and instruciton systems that need refinement in order to achieve higher levels of success for all students. Specifically, instructional strategies for writing and mathematics can be improved. A more sound instructional approach is needed to matriculate writing skills with continuity in grades K-8. In mathematics, the Singapore Math systems of support are not meeting the expectations in the charter to include STEAM programs and project-based performance assessments. Lead teachers have been examining the data in writing and mathematics to identify alternative programs and addtional resources to augment and improve our programs. The allocation of new resources is described in the Action Plan below.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

additional local priorities; however, one goal may address multiple priorities.

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

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

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

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

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

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

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

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

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

Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

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

GOAL:	Students will participate in a rigorous service/project-based learning (S/PBL) unit of study each trimester. Projects will align to California State Standards, incorporate elements of STEAM (Science, Technology, Engineering, Art, & Mathematics), include the 8 Essentials of Project-Based Learning, utilize one of the six Formation of Learning Creativity Systems, and become primary artifacts within the Personalized Learning Portfolio to assess student achievment.	Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local: Units of study that begin with the end in mind and provide authentic projects and services as an outcome, enhance learning experiences in all domains of learning (disposition, knowledge, reasoning, reflection, and creativity). A well planned S/PBL increases retention and skill in all domains and encourages efficacy for all learners. S/PBL's also support unique learning modalities, intelligences, temperaments, and proficiency levels in order to provide differentiated instruction for each student dispite specific challenges and disabilities. Parent and community involvement is one of the essential elements of PBL and helps to support resource needs and authentic field studies. Moreover, this involvement improves the climate of the school and it's relationship to families and community ogrnizations.
Identified Need:	The overarching need related to this goal is to improve student achievement by providing the most effective and engaging learning experience available. Research regarding service and project-based learning confirms that student dispostion to learn and retention of knowledge and skills is far greater than traditional methods of instruction. The need of the school is to assure that all teachers are able to align curricula, instructional strategies, and assessment practices with meaningful and authentic service and project-based units of study. Currently, teachers create learning projects that are meaningful and powerful learning experiences, but further training and resources are necessary to assure that PBL units are pedagogically sound and available to all students in grades K-8.	
Goal Applies to:	**Schools:** AACA Grades: All	
	Applicable Pupil Subgroups:	All
LCAP Year 1		

Expected Annual Measurable Outcomes:	1. All teachers will recieve comprehensive and ongoing training in S/PBL. Training and project descriptions will be documented in the teacher's Professional Educator Portfolio (PEP). 2. The development of a "MakerSpace" area of the campus will be designed and implemented in the fall of 2016. 3. Students in grades K-8 will successfully complete a minimum of one grade level proficient S/PBL each trimester. 4. At the end of each trimester classes will host a *Celebration of Learning* event to share student achievement with stakeholders. 5. S/PBL artifacts will be compiled electronically and/or in the hardcopy Personalized Learning Portfolio (PLP) and include *Reflections of Learning* narratives.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Construct a *Maker Space* on campus that is accessible to all students, faculty, and staff to house tools, materials, and work space for students to create projects. Initially, this space will be developed using sea trains, workbenches, and a covered patio. Future construction projects will develop a more complete and comprehensive work space. Funding for the Maker Space will come from the *Fund-A-Need* program and not encumber funding from the general budget.	AACA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4430 - Non Classroom Related Furniture, Equipment, & Supplies - $2000 5615 - Repairs & Maintenance Building - $3000
Purchase curriculum and instructional materials to support S/PBL units of study before August 2016.	AACA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4100 - Approved Texts & Core Curricula Materials - $10,000 4320 - Educational Software - $2,000 4325 - Instructional Materials & Supplies - $3,000

		X All	
Hire a part-time (20 hr/wk) Teacher On Special Assignment (TOSA) to provide training, consultation, commuity lias, and instructional support for all faculty and staff.	AACA Grades: All	-- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1100 or 5815 - TOSA - $35,000 3000's - Employment Benefits - $10,000

LCAP Year 2	

Expected Annual Measurable Outcomes:	1. All new teachers will recieve comprehensive and ongoing training in S/PBL. Returning teaches will receive additional training and support as determined by the year-end evaluation of the S/PBL system. Training and project descriptions will be documented in the teacher's PEP. 2. Students in grades K-8 will successfully complete a minimum of one grade level proficient S/PBL each trimester. 3. At the end of each trimester classes will host a *Celebration of Learning* event to share student achievement with stakeholders. 4. S/PBL artifacts will be compiled electronically and/or in the hardcopy PLP and include *Reflections of Learning* narratives.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase curriculum and instructional materials to support S/PBL units of study before August 2017.	AACA Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4100 - Approved Texts & Core Curricula Materials - $10,000 4320 - Educational Software - $2,000 4325 - Instructional Materials & Supplies - $3,000

| Construct a *Maker Space* on campus that is accessible to all students, faculty, and staff to house tools, materials, and work space for students to create projects. Initially, this space will be developed using sea trains, workbenches, and a covered patio. Future construction projects will develop a more complete and comprehensive work space.

Funding for the Maker Space will come from the *Fund-A-Need* program and not encumber funding from the general budget. | AACA

Grades: All | X All

_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
_ Other | 4430 - Non Classroom Related Furniture, Equipment, & Supplies - $2000

5615 - Repairs & Maintenance Building - $3000 |
| Hire a part-time Teacher On Special Assignment (TOSA) to provide training, consultation, commuity lias, and instructional support for all faculty and staff. | AACA

Grades: All | X All

_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
_ Other | 1100 or 5815 - TOSA - $35,000

3000's - Employment Benefits - $10,000 |

LCAP Year 3

Expected Annual Measurable Outcomes:	1. All teachers will recieve comprehensive and ongoing training in S/PBL. Training and project descriptions will be documented in the teacher's Professional Educator Portfolio (PEP). 2. Students in grades K-8 will successfully complete a minimum of one grade level proficient S/PBL each trimester. 3. At the end of each trimester classes will host a *Celebration of Learning* event to share student achievement with stakeholders. 4. S/PBL artifacts will be compiled electronically and/or in the hardcopy Personalized Learning Portfolio (PLP) and include *Reflections of Learning* narratives.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Purchase curriculum and instructional materials to support S/PBL units of study before August 2018.	AACA Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4100 - Approved Texts & Core Curricula Materials - $10,000 4320 - Educational Software - $2,000 4325 - Instructional Materials & Supplies - $3,000
Enhance the existing *Maker Space* on campus that is accessible to all students, faculty, and staff to house tools, materials, and work space for students to create projects. Initially, this space will be developed using sea trains, workbenches, and a covered patio. Future construction projects will develop a more complete and comprehensive work space. Funding for the Maker Space will come from the *Fund-A-Need* program and not encumber funding from the general budget.	AACA Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4430 - Non Classroom Related Furniture, Equipment, & Supplies - $2000 5615 - Repairs & Maintenance Building - $3000
Hire a part-time Teacher On Special Assignment (TOSA) to provide training, consultation, commuity lias, and instructional support for all faculty and staff.	AACA Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1100 or 5815 - TOSA - $60,000 3000's - Employment Benefits

GOAL:	Improve academic achievement for all students by training teachers to design curriculum, instruction, and assessment using the *Formation of Learning* framework.	Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local: The Formation of Learning (FOL) framework is a comprehensive pedagogical approach to developing units of study that differentiate learning for all students and scaffolds learning through each dimension of learning; disposition, knowledge, reasoning, creativity, and reflection. The FOL addresses all state priorities because it encompases all dimensions of learning and achievement for all students. The involvement of all services, engagement of all stakeholders, and differentiation for all students is addressed within a unit of study using the FOL framework.
Identified Need:	When teachers are hired at AACA they come with varied understandings and abilities regarding teaching and learning pedagogy. Without a common vision and philosophical design, articulation between teachers, students, and famiilies can be haphazard and inconsistent. Ongoing training will improve the ubiquitous implementation of the FOL framework and make more efficient and effective professional development and therefore increase student achievement.	

Goal Applies to:	**Schools:**	AACA
		Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	1. All teachers will complete two or five days of FOL training prior to the return of students.
	  i. Returning teachers - two days.
	  ii. New teachers - five days.
	2. All teachers will parcitipate in weekly Professional Learning Community training to analyze achievement data and improve instrucitonal practices.
	3. An administrative coach will work directly with each teacher to provide ongoing support and training.
	4. All teachers will exhibit three S/PBL units of study in their Professional Educator Portfolio formated with the FOL framework.
	5. Para Educators will support instruction in the general education classes to enhance the implementation of the FOL framework.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Schedule two and five day trainings for faculty and support staff in the first two weeks of August. Provide training materials for all participants.	AACA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1100 - Certificated Salaries 4310 - Professiona materials
Provide high quality curriculum and instructional materials for all students and teachers.	AACA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4310 - Instructional Materials - 5000 - Professional Development Materials - Professional publications related to FOL

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire an Intervention Teacher On Special Assignment (TOSA) to support students working above or below grade level on academic standards. In particular, students who are English language learners, foster youth, or socioeconomically disadvantaged youth.	AACA Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	1100 - Certificated Faculty - Intervention Teacher
Provide credentialed (Pupil Personnel Services) counseling to support students with dispositional challenges that are interferring with personal and academic achievement.	AACA Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	Counseling Services - .2 FTE from Executive Director

LCAP Year 2

Expected Annual Measurable Outcomes:	1. All teachers will complete two or five days of FOL training prior to the return of students.
	    i. Returning teachers - two days.
	    ii. New teachers - five days.
	2. All teachers will parcitipate in weekly Professional Learning Community training to analyze achievement data and improve instrucitonal practices.
	3. An administrative coach will work directly with each teacher to provide ongoing support and training.
	4. All teachers will exhibit three S/PBL units of study in their Professional Educator Portfolio formated with the FOL framework.
	5. Para Educators will support instruction in the general education classes to enhance the implementation of the FOL framework.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Provide high quality curriculum and instructional materials for all students and teachers.	AACA Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4310 - Instructional Materials - 5000 - Professional Development Materials - Professional publications related to FOL
Schedule two and five day trainings for faculty and support staff in the first two weeks of August. Provide training materials for all participants.	AACA Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1100 - Certificated Salaries 4310 - Professiona materials
Hire an Intervention Teacher On Special Assignment (TOSA) to support students working above or below grade level on academic standards. In particular, students who are English language learners, foster youth, or socioeconomically disadvantaged youth.	AACA Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	1100 - Certificated Faculty - Intervention Teacher

Provide credentialed (Pupil Personnel Services) counseling to support students with dispositional challenges that are interferring with personal and academic achievement.	AACA Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	Counseling Services - .2 FTE from Executive Director

LCAP Year 3

Expected Annual Measurable Outcomes:	1. All teachers will complete two or five days of FOL training prior to the return of students.
	    i. Returning teachers - two days.
	    ii. New teachers - five days.
	2. All teachers will parcitipate in weekly Professional Learning Community training to analyze achievement data and improve instrucitonal practices.
	3. An administrative coach will work directly with each teacher to provide ongoing support and training.
	4. All teachers will exhibit three S/PBL units of study in their Professional Educator Portfolio formated with the FOL framework.
	5. Para Educators will support instruction in the general education classes to enhance the implementation of the FOL framework.

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Provide high quality curriculum and instructional materials for all students and teachers.	AACA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4310 - Instructional Materials - 5000 - Professional Development Materials - Professional publications related to FOL

		X All	
Schedule two and five day trainings for faculty and support staff in the first two weeks of August. Provide training materials for all participants.	AACA Grades: All	--- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1100 - Certificated Salaries 4310 - Professiona materials
Hire an Intervention Teacher On Special Assignment (TOSA) to support students working above or below grade level on academic standards. In particular, students who are English language learners, foster youth, or socioeconomically disadvantaged youth.	AACA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1100 - Certificated Faculty - Intervention Teacher

GOAL:	Curriculum materials and instrucitonal practices will be provided to all families in order to enhance a student achievement and family engagement with the classroom teacher and school .	Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 _7 _8 Local: Strong engagement between the school faculty and the families is proven to be one of the greatest assets for student achievement. Providing learning curriculum and instructional practices to parents will compliment the learning that occurs at home and at school.
Identified Need:	Parents desire knowledge of the learning expectations and practices from the classroom. According the family/school synergy survey, parents identified various programs in the school that were helpful, but asked for an increase in understanding about how to support the classroom learning at home. Parents are often confused by curricula or instructional practices and therefore minimize their engagement to help students learn at home. Parents need strong communication and strategies that align to the standards and instruction from the classroom.	

Goal Applies to:	**Schools:** AACA	
	Grades: All	
Applicable Pupil Subgroups:	All	

LCAP Year 1		

Expected Annual Measurable Outcomes:	• At least 75% of all families enrolled will participate in at least four workshops in the school year. • All families will have access to highy quality the Family Engagement curriculum and materials on the school web site. • All families will receive weekly messages from the Executive Director and /or classroom teacher to announce weekly objectives and share support materials.			
	Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide six workshops per year to help parents develop skills needed to maximize learning for their individual child.	AACA Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Adiminstrative Salaries Educational Consultant Materials and Supplies
Create Parent Ques Cards for each of the major learning principles taught by the school. Cue cards will be provided to all families during general family meetings and support the principles for the upcoming trimester.	AACA Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Family Engagement materials
Provide teachers with the materials and training needed to engage families with the current curriculum and instrucaitonal practices used at school. Publish the communications and materials through the Parent Square portal and/or online video library. Materials will be published in both English and Spanish.	AACA Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Online Services Family Engagement materials.

LCAP Year 2

Expected Annual Measurable Outcomes:	• At least 75% of all families enrolled will participate in at least four workshops in the school year. • All families will have access to highy quality the Family Engagement curriculum and materials on the school web site. • All families will receive weekly messages from the Executive Director and /or classroom teacher to announce weekly objectives and share support materials.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Provide six workshops per year to help parents develop skills needed to maximize learning for their individual child.	AACA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Adiminstrative Salaries Educational Consultant Materials and Supplies
Create Parent Ques Cards for each of the major learning principles taught by the school. Cue cards will be provided to all families during general family meetings and support the principles for the upcoming trimester.	AACA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Family Engagement materials
Provide teachers with the materials and training needed to engage families with the current curriculum and instrucaitonal practices used at school. Publish the communications and materials through the Parent Square portal and/or online video library. Materials will be published in both English and Spanish.	AACA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Online Services Family Engagement materials.

LCAP Year 3

Expected Annual Measurable Outcomes:	• At least 75% of all families enrolled will participate in at least four workshops in the school year. • All families will have access to highy quality the Family Engagement curriculum and materials on the school web site. • All families will receive weekly messages from the Executive Director and /or classroom teacher to announce weekly objectives and share support materials.		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**

		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Provide six workshops per year to help parents develop skills needed to maximize learning for their individual child.	AACA Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Adiminstrative Salaries Educational Consultant Materials and Supplies
Create Parent Ques Cards for each of the major learning principles taught by the school. Cue cards will be provided to all families during general family meetings and support the principles for the upcoming trimester.	AACA Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Family Engagement materials
Provide teachers with the materials and training needed to engage families with the current curriculum and instrucaitonal practices used at school. Publish the communications and materials through the Parent Square portal and/or online video library. Materials will be published in both English and Spanish.	AACA Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Online Services Family Engagement materials.

GOAL:	Student achievement is first and foremost dependent upon positive and proactive citizenship behaviors. These behaviors enhance academic success and support the development of intellectual and personal habits of mind. Enhancing the instruction and implementation of citizenship will provide a more positive culture and improved learning.	Related State and/or Local Priorities: X 1 _2 X 3 X 4 X 5 X 6 _7 X 8 Local: Improving citizenship supports multiple priorities because positive and productive social/emotional behavior enhances learning, culture, and overall achievement of the students, familiies, and school community.
Identified Need:	The school is about to double in enrollment from the initial 150 students to 300. Support for citizenship behavioral development needs additional staff and enhanced instruction.	

Goal Applies to:	**Schools:** AACA Grades: All
	Applicable Pupil Subgroups: All

LCAP Year 1

Expected Annual Measurable Outcomes:	1. Dispositional student surveys will show a 10% or better improvement regarding awareness and application of the Character Counts citizenship traits before the end of the school year. 2. Supervision personnel will be increased by a .5 FTE. 3. Discipline referrals will decline by 25% over the course of the school year. 4. Students effected by bullying or other negative behaviors will be afforded counseling and support services.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Augmentation of the Character Counts citizenship program in all classes.	AACA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4310 - Characater Counts curriculum - $1,000

| Increase the Support Services personnel by 1 FTE. | AACA

Grades: All | X All

_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
_ Other | Classified pesonnel - $20,000 |
| Provide counseling and support services for students effected by bullying and other negative social/emotional behaviors. | AACA

Grades: All | X All

_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
_ Other | Support Services personnel - included in other actions

PPS counseling services - included in other actions |

LCAP Year 2

Expected Annual Measurable Outcomes:	1. Dispositional student surveys will show a 10% or better improvement regarding awareness and application of the Character Counts citizenship traits before the end of the school year. 2. Supervision personnel will be increased by a .5 FTE. 3. Discipline referrals will decline by 25% over the course of the school year. 4. Students effected by bullying or other negative behaviors will be afforded counseling and support services.

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Augmentation of the Character Counts citizenship program in all classes.	AACA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4310 - Characater Counts curriculum - $1,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide counseling and support services for students effected by bullying and other negative social/emotional behaviors.	AACA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Support Services personnel - included in other actions PPS counseling services - included in other actions
Increase the Support Services personnel by 1 FTE.	AACA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classified pesonnel - $20,000

LCAP Year 3

Expected Annual Measurable Outcomes:	1. Dispositional student surveys will show a 10% or better improvement regarding awareness and application of the Character Counts citizenship traits before the end of the school year. 2. Discipline referrals will decline by 25% over the course of the school year. 3. Students effected by bullying or other negative behaviors will be afforded counseling and support services.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Augmentation of the Character Counts citizenship program in all classes.	AACA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4310 - Characater Counts curriculum - $1,000

Provide counseling and support services for students effected by bullying and other negative social/emotional behaviors.	AACA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Support Services personnel - included in other actions PPS counseling services - included in other actions
Increase the Support Services personnel by 1 FTE.	AACA Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classified pesonnel - $20,000

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:			Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	Grades:	
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
Scope of service:	Grades:	**Scope of service:**	Grades:
_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

What changes in actions, services, and expenditures	

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:	97255

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.

4.75	%

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).