

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Nea Community Learning Center

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LCAP Year: 2013-14

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents,

- education rights holders and other foster youth stakeholders, English learner parents, 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?
 - 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 representative parents of pupils identified in Education Code section 42238.01?
 - 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
March 2014: Nea Governing Board Meeting	*Lead Facilitator (LF) explained process, background, connection between LCAP and LCFF, targeted subgroups.
April 2014: Nea Governing Board meeting Nea PTSA Meeting	Described timeline for community and board feedback.
April 2014: Leadership consisting of all grades (6-12) met with both a Lead Facilitator and facilitator member in attendance to discuss the facilities, academics, and school behavior plan to provide their input in line with LCAP guiding questions.	*Provide education to parents, facilitators, learners, community members, solicit suggestions for effectively serving all learners, including targeted subgroups.
May 2014: Meetings with full facilitator group Discussions with specialist facilitators (e.g., facilitator of ELLs) Survey distributed to all parents/guardians PTSA meeting presentation and feedback with parents	*Efforts to solicit input in identifying needs, defining goals, prioritizing goals. Survey drafted and distributed as a means of gathering information from parents/guardians who are unable to attend community-wide meetings/discussions.
May 2014: Nea Governing Board meeting	* Results of parent/guardian survey presented, and school-wide goals outlined for feedback. Discussion involved representatives from all constituencies.
May 2014: CLCS Board meeting	
June 2014: Nea Governing Board meeting	* School-wide goals reviewed for feedback and additional

CLCS Board meeting	<p>suggestions. * Final LCAP plan/template presented and approved by both boards.</p>
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Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address 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 school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
<p>Goal 1: Develop stakeholder engagement strategies to increase academic achievement for all.</p> <p>Metric</p> <ul style="list-style-type: none"> • LLC's • Office Hours • Use of Illuminate system • Student Achievement on SBAC • Curriculum 	Increase learner achievement through greater parent awareness of and involvement in learner's academic performance, and development of an academic support system for all learners.	All	Nea CLC	LLC attendance log and schedule L2L progress monitoring logs eNotify report data Weekly updates of illuminate data system Curriculum Committee attendance log	Establish a baseline for learners and families participating in LLC's Baseline to identify candidates for office hours. Establish a baseline for academic GPA	Increase of 5% above baseline in all areas (will analyze target percentage for feasibility at the end of year one)	Increase of 8% above baseline in all areas (will analyze target percentage for feasibility at the end of year two)	Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards

Committee participation				and schedule				
<p>Goal 2: Develop communication system for ELL parents/guardians.</p> <p>Metric</p> <ul style="list-style-type: none"> eNotify data reports Participation in LLC's Attendance logs at school events 	Increase parent engagement in our English Language Learners' education and the school community.	English Learners	Nea CLC	<p>Translated documents</p> <p>LLC attendance log and schedule</p> <p>L2L progress monitoring logs</p> <p>eNotify report data</p>	<p>Develop a communication plan to foster regular, effective communication to parents/guardians</p> <p>Translation of standards base report card in Spanish and Cantonese</p> <p>Examine feasibility of having translators on hand for meetings</p>	<p>Creation of an English Language Advisory Committee (ELAC) which will meet three times per year (late September, mid-January, beginning of May), inviting all ELL parents to participate</p> <p>Translation of classroom syllabus in Spanish and Cantonese</p>	5% increase in participation of EL families in PTSA meetings and committees	<p>Parent Involvement;</p> <p>Student Achievement;</p> <p>Other Student Outcomes;</p> <p>Implementation of State Standards</p>
<p>Goal 3: To increase the number of English Learners who improve in their</p>	Increase the academic performance of English	English Learners	Nea CLC	<p>Reclassification Rate</p> <p>EL increase in</p>	Establish a baseline for EL English proficiency	Increase of 1% above baseline (will analyze	Increase of 2% above baseline (will analyze target	<p>Student Achievement;</p> <p>Other Student Outcomes;</p>

<p>English language proficiency</p> <ul style="list-style-type: none"> English Learners making yearly progress (AMAO 1) English Learners achieving proficiency in English (AMAO 2) Reclassification Rate 	<p>Learners.</p>			<p>English Language proficiency</p>		<p>target percentage for feasibility at the end of year one)</p>	<p>percentage for feasibility at the end of year two)</p>	<p>Implementation of State Standards</p>
<p>Goal 4: Develop a communication system between Special Education staff and all facilitators.</p> <p>Metric: SPED Calendar and meeting minutes</p>	<p>Provide professional development and on-going communication of all facilitators with Special Education staff as a means of ensuring the needs of our IEP learners, as well as those on behavioral contracts.</p>	<p>Special Education</p>	<p>Nea CLC</p>	<p>Illuminate grade reports Calendar development</p>	<p>Establish baseline for academic GPA of SPED Learners</p> <p>Establish SPED shared calendar</p> <p>Design weekly schedule for all SPED staff outlining caseload and meeting dates with facilitators based on that load.</p>	<p>To be determined using 2014-2015 data</p>	<p>To be determined using 2014-2015 data</p>	<p>Student Achievement; Other Student Outcomes; Implementation of State Standards</p>

					Develop Comprehensive development plan for facilitators with a focus on intervention strategies and implementation of identified strategies.			
<p>Goal 5: Identifying learners reading levels in the beginning of the school year, monitoring progress throughout the year, and determining areas of strength and need for support.</p> <p>Metric: Yet to-be-determined assessment which defines basic readiness skills.</p>	Identify an effective diagnostic tool for assessing reading for the 6-12 program.	All	Nea CLC	Assessment tool yet to be determined	<p>Research and adoption of reading assessment program to be used by 6-12 program.</p> <p>Establish baseline learner reading levels</p>	<p>Administer assessment tool twice annually.</p> <p>Develop reading intervention and support programs based on baseline assessment data.</p>	<p>Administer assessment tool three times annually.</p> <p>2% increase on SBAC in reading</p>	<p>Student Achievement; Other Student Outcomes; Implementation of State Standards</p>
<p>Goal 6: Integrate the use of technology in an effective way to support academic</p>	Develop a plan to identify and implement technology as a meaningful	All	Nea CLC	Apps/programs yet to be determined	Establish baseline and inventory of current	Technology use increase as across	Technology use as a means to foster	Course access; Student Achievement;

growth.	tool for each grade level.				<p>technology strategies used in the classroom.</p> <p>Develop comprehensive professional development plan on the use of technology as a means to support academic success.</p> <p>Establish three year plan to increase technology throughout the K-12 classroom</p>	classroom by 3% above baseline	independent practice toward mastery increase of 5% above baseline	Other Student Outcomes; Implementation of State Standards
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Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether

supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 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?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) 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?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, 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?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals)	Related State and Local	Actions and Services	Level of Service (Indicate	Annual Update: Review of	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?
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from Section 2)	Priorities (from Section 2)		if school-wide or LEA-wide)	actions/services	LCAP Year Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p>Increase learner achievement through greater parent awareness of and involvement in learner's academic performance, and development of an academic support system for all learners</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p>Stakeholders will have improved opportunities to participate in site programs and activities that increase their skills as partners in education.</p> <p>School will hold Learner Lead Conferences two times per year and provide parents with those dates three weeks prior to for scheduling purposes.</p> <p>School will increase participation of curriculum committee for parent input on curriculum design.</p> <p>School will hold office hours two times per week after school for learners who have been</p>	<p><i>School-wide</i></p>	<p>September, January and May</p>	<p><u>Action:</u> Learner Lead Conference letter to families in English and Spanish. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement <u>Expenditure:</u> None</p> <p><u>Action:</u> Learner Lead Conference letter to families in English and Spanish. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement <u>Expenditure:</u> \$300 for translation of materials.</p> <p><u>Action:</u> Curriculum Committee increased participation. <u>Service:</u> stakeholders to inform best practices <u>Expenditure:</u> 2k stipend for Curriculum</p>	<p><u>Action:</u> Streamline the LLC process to involve home visits of educational accomplishments when identified as a need. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement <u>Expenditure:</u> None</p> <p><u>Action:</u> Learner Lead Conference letter to families in English, Spanish and Cantonese. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement <u>Expenditure:</u> \$300 for translation of materials.</p>	<p><u>Action:</u> Learner Lead Conference letter to families in English, Spanish and Cantonese. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement <u>Expenditure:</u> \$300 for translation of materials.</p> <p><u>Action:</u> Curriculum Committee continued participation. <u>Service:</u> stakeholders to inform best practices <u>Expenditure:</u> 2k stipend for Curriculum Committee Facilitator</p> <p><u>Action:</u> Home visits</p>

		<p>identified and meet criteria to participate in this afterschool tutoring. Parents will receive invitations for their learner to participate in office hours via email and mail.</p> <p>Services to support parents in attending parent education, informational meetings, school events and in volunteering at the school.</p> <p>School will communicate regularly with parents/guardians through website, phone outreach, mailings and meetings.</p> <p>Provide parent training, learning opportunities and workshops: Supporting Common Core State Standards literacy at home, EL Master</p>			<p>Committee Facilitator</p> <p><u>Action:</u> Set criteria to identify learners for Office Hours <u>Service:</u> Staff informed on engagement <u>Expenditure:</u> None</p> <p><u>Action:</u> Home visits offered to families who cannot attend informational meetings. <u>Service:</u> Parent engagement in academic progress of learner <u>Expenditure:</u> \$3000 for hourly rate of facilitators</p> <p><u>Action:</u> Increased communication though use of robocall, enotify and translated fliers. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> \$300 for translation of materials.</p> <p><u>Action:</u> Parent</p>	<p><u>Action:</u> Curriculum Committee continued participation. <u>Service:</u> stakeholders to inform best practices <u>Expenditure:</u> 2k stipend for Curriculum Committee Facilitator</p> <p><u>Action:</u> Cycle of Inquiry around student growth in Office Hours. <u>Service:</u> Staff informed on effectiveness of Office Hours <u>Expenditure:</u> None</p> <p><u>Action:</u> Home visits offered to families who cannot attend informational meetings. <u>Service:</u> Parent engagement in academic progress of</p>	<p>offered to families who cannot attend informational meetings. <u>Service:</u> Parent engagement in academic progress of learner <u>Expenditure:</u></p> <p><u>Action:</u> Communication though use of robocall, enotify and translated fliers. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> \$300 for translation of materials.</p> <p><u>Action:</u> Parent Educational Workshops through Sankofa. <u>Service:</u> Information to parents around Common Core State Standards and</p>
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		<p>Plan requirements and progress monitoring, and provide parents notification of student ELD placement, progress and reclassification 10% of Common Core State Standards funds for parent involvement in the implementation of the Common Core State Standards</p>			<p>Educational Workshops through Sankofa. <u>Service:</u> Information to parents around Common Core State Standards and learner progress. <u>Expenditure:</u> \$1000 for guest speakers.</p>	<p>learner <u>Expenditure:</u> \$3000 for hourly rate of facilitators</p> <p><u>Action:</u> Communication though use of robocall, enotify and translated fliers. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> \$300 for translation of materials.</p> <p><u>Action:</u> Parent Educational Workshops through Sankofa. <u>Service:</u> Information to parents around Common Core State Standards and learner progress. <u>Expenditure:</u> \$1000 for guest speakers</p>	<p>learner progress. <u>Expenditure:</u> \$1000 for guest speakers</p>
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<p>Increase parent engagement in our English Language Learners' education and the school community.</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p>Translation and interpretation services provided in two-three languages by bilingual staff and parents at school events and school meetings.</p> <p>Translation of beginning of the year documents and standards based report cards in two-three different languages by bilingual staff, parents and students.</p> <p>Translation provided during Learner Lead Conferences twice a year.</p>	<p><i>School-wide</i></p>	<p>September, January and May</p>	<p><u>Action:</u> Increased communication though use of robocall, enotify and translated fliers. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> \$500 for translation of materials.</p> <p><u>Action:</u> Translation provided at conferences. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> \$4000 for translators.</p>	<p><u>Action:</u> Communication though use of enotify and translated fliers. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> none</p> <p><u>Action:</u> Translation provided at conferences. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> \$4000 for translators.</p>	<p><u>Action:</u> Increased communication though use of robocall, enotify and translated fliers. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> \$500 for translation of materials.</p> <p><u>Action:</u> Translation provided at conferences. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> \$4000 for translators.</p>
<p>Increase the academic performance of English Learners</p>	<p>Student Achievement; Other Student Outcomes; Implementation of State</p>	<p>ELD facilitator will work with classroom facilitators to support out highest function ELLs.</p> <p>Professional development of</p>	<p><i>School-wide</i></p>	<p>September, January and May</p>	<p><u>Action:</u> Weekly meeting with classroom facilitators and ELD coordinator. <u>Service:</u> Dialogue facilitates conversations with stakeholders on</p>	<p><u>Action:</u> Weekly meeting with classroom facilitators and ELD coordinator. <u>Service:</u> Dialogue facilitates conversations with</p>	<p><u>Action:</u> Weekly meeting with classroom facilitators and ELD coordinator. <u>Service:</u> Dialogue facilitates conversations with</p>

	Standards	<p>instructional staff will be conducted reflecting best practices in meeting EL learner needs and intervention strategies. The priorities and topics support the implementation of Common Core State Standards and the state's priorities as identified by the State Board of Education and California Department of Education.</p> <p>Provide specific professional learning opportunities to ELD facilitator on Common Core implementation.</p> <p>Implement specific teaching strategies to assist learners with EL's in accessing Common Core instruction.</p>			<p>equity and engagement. <u>Expenditure:</u> \$1700 ELD Salary</p> <p><u>Action:</u> On-going development of EL curriculum through professional development. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> \$1500</p>	<p>stakeholders on equity and engagement. <u>Expenditure:</u> \$1800 ELD Salary</p> <p><u>Action:</u> On-going development of EL curriculum through professional development. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> \$1500</p>	<p>stakeholders on equity and engagement. <u>Expenditure:</u> \$1800 ELD Salary</p> <p><u>Action:</u> On-going development of EL curriculum through professional development. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> \$1500</p>
Identify an effective diagnostic	Student Achievement; Other	Develop and implement a robust 6-12 literacy	School-wide	September, January	<u>Action:</u> Research several data supported assessment tools.	<u>Action:</u> Implementation of comprehensive	<u>Action:</u> Literacy Coach. <u>Service:</u> Stakeholders

<p>tool for assessing reading for the 6-12 program.</p>	<p>Student Outcomes; Implementation of State Standards</p>	<p>program to construct a strong foundation on which to build deep content knowledge via curricular resources, assessments, intervention facilitators, and supplemental materials.</p> <p>Facilitators will monitor learner progress and identify learners who are in need of additional supports.</p>		<p>and May</p>	<p><u>Service:</u> Stakeholders inform best practice <u>Expenditure:</u> \$1000 (Portion of Reading Specialist Salary)</p> <p><u>Action:</u> Training on diagnostic tool <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> \$500 for ACOE presentation</p>	<p>literacy program following RTI model. <u>Service:</u> Stakeholders inform best practice <u>Expenditure:</u> \$1500 stipend for Literacy Coach</p> <p><u>Action:</u> On-going training on diagnostic tool <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> \$500 for speaker</p>	<p>inform best practice <u>Expenditure:</u> \$2500 stipend for Literacy Coach</p> <p><u>Action:</u> On-going maintenance of computers for use of diagnostic tool. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> \$1500 for speaker</p>
<p>Provide professional development and on-going communication of all facilitators with Special Education staff as a means of ensuring the needs of our IEP learners, as well as</p>	<p>Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p>Professional development of instructional staff will be conducted reflecting best practices in meeting IEP learner needs and intervention strategies. The priorities and topics support the implementation of Common Core State Standards and the state's priorities as</p>	<p>School-wide</p>	<p>September, January and May</p>	<p><u>Action:</u> Weekly meeting with classroom facilitators and SPED coordinator. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> \$2,130 SPED Salary</p> <p><u>Action:</u> On-going development of intervention curriculum</p>	<p><u>Action:</u> Weekly meeting with classroom facilitators and SPED coordinator. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> \$2,130 SPED Salary</p>	<p><u>Action:</u> Weekly meeting with classroom facilitators and SPED coordinator. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> \$2,130 SPED Salary</p>

<p>those on behavioral contracts.</p>		<p>identified by the State Board of Education and California Department of Education.</p> <p>Provide specific professional learning opportunities to special education facilitators on Common Core implementation.</p> <p>Implement specific teaching strategies to assist learners with IEP's in accessing Common Core instruction.</p> <p>Provide instructional assistants to help engage and support learners while teachers facilitate small-group instruction.</p>			<p>through professional development. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> \$1500</p>	<p><u>Action:</u> On-going development of intervention curriculum through professional development. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> \$1500</p>	<p><u>Action:</u> On-going development of intervention curriculum through professional development. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> \$1500</p>
<p>Develop a plan to identify and implement technology as a meaningful</p>	<p>Course Access; Student Achievement; Other Student Outcomes;</p>	<p>Provide varied opportunities for learners to become interested in school and learning through technology-based activities, project,</p>	<p>School-wide</p>	<p>September, January and May</p>	<p><u>Action:</u> Training on Project Based Learning <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement. <u>Expenditure:</u> \$5,000 for</p>	<p><u>Action:</u> Training on Project Based Learning <u>Service:</u> Dialogue facilitates conversations with stakeholders on</p>	<p><u>Action:</u> Training on Project Based Learning <u>Service:</u> Dialogue facilitates conversations with stakeholders on</p>

<p>tool for each grade level.</p>	<p>Implementation of State Standards</p>	<p>based learning, extended, and expanded learning program involvement. Computer hardware and software to enhance instruction and foster independent practice toward mastery, as well as enhancing project-based learner as appropriate.</p>			<p>Buck Institute Training <u>Action:</u> Master list of apps and programs for computers/ipads <u>Service:</u> Stakeholders inform best practice <u>Expenditure:</u> \$3,000 for purchase of apps K-12</p>	<p>equity and engagement. <u>Expenditure:</u> \$3,000 for Buck Institute Coaching <u>Action:</u> Computer programs to enhance learning. <u>Service:</u> Stakeholders inform best practice <u>Expenditure:</u> \$3,000 for purchase of apps K-12</p>	<p>equity and engagement. <u>Expenditure:</u> \$1,500 for Buck Institute Training <u>Action:</u> Computer programs to enhance learning. <u>Service:</u> Stakeholders inform best practice <u>Expenditure:</u> \$3,000 for purchase of apps K-12</p>
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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

<p>Goal (Include and identify all goals from Section 2, if applicable)</p>	<p>Related State and Local Priorities (from Section 2)</p>	<p>Actions and Services</p>	<p>Level of Service (Indicate if school-wide or LEA-wide)</p>	<p>Annual Update: Review of actions/ services</p>	<p>What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?</p>		
					<p>LCAP Year Year 1: 20XX-XX</p>	<p>Year 2: 20XX-XX</p>	<p>Year 3: 20XX-XX</p>

<p>Goal 1: Develop stakeholder engagement strategies to increase academic achievement for all.</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p><u>For low income pupils:</u> Nea will allocate funds based on the number of Free/Reduced students in primary and secondary.</p> <p>Provide resources for increased outreach efforts to low income families including home visits and meetings</p> <p>Provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources</p> <p>Expand summer learning programs to prevent summer learning loss. Offer a multi-tiered system of supports (academic & behavioral) to address student's academic needs Provide additional professional development to</p>	<p><i>School-wide</i></p>	<p><i>To Be Determined</i></p>	<p>Low-Income Allocation \$15k</p> <p>ELD Allocation \$30K</p>	<p>Low-Income Allocation TBD</p>	<p>Low-Income Allocation TBD</p>
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		<p>Facilitators to provide Common Core State Standards aligned instruction to high needs, and/or struggling learners.</p> <p>Provide targeted assistance to low income students in career/college readiness activities and guidance</p>					
<p>Goal 1: Develop stakeholder engagement strategies to increase academic achievement for all.</p> <p>Goal 2: Increase parent engagement in our English</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p><u>For English learners:</u> Ongoing Common Core Parent training for bilingual parents at ELAC meetings.</p> <p>Increased parent training on how to assist learners academically and behaviorally, and how to navigate the educational system, including higher education.</p> <p>Provide additional academic</p>	<p>School-wide</p>	<p><i>To Be Determined</i></p>	<p>ELD Allocation \$30K</p>	<p>ELD Allocation TBD</p>	<p>ELD Allocation TBD</p>

<p>Language Learners' education and the school community.</p> <p>Goal 3: Increase the academic performance of English Learners</p>		<p>assessment and support for reclassified learners who have not made adequate progress.</p>					
<p>Goal 1: Develop stakeholder engagement strategies to increase academic achievement for all.</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p><u>For Foster Youth:</u> Improve communication to foster guardians.</p>	<p>School-wide</p>	<p><i>To Be Determined</i></p>	<p>McKinney-Vento Allocation TBD</p>	<p>McKinney-Vento Allocation TBD</p>	<p>McKinney-Vento Allocation TBD</p>

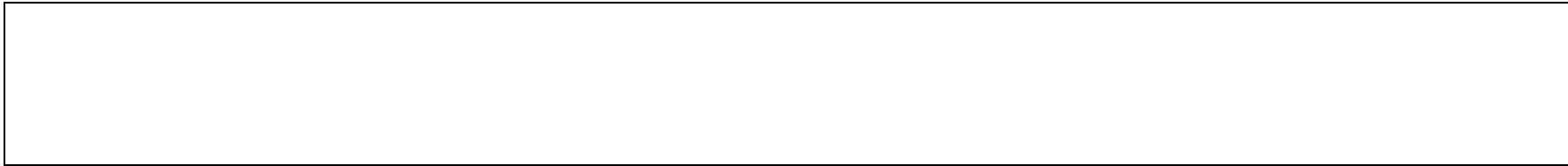
C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the

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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Approximate \$50,000 of supplemental and concentration grant funds were budgeted for expenditures such as English language curriculum supplements, professional development, and translation services. \$20,000 was allocated to 6-12 program and \$30,000 was allocated to the K-5 program based on their unduplicated numbers of EL, Low Income, and Foster Youth to ensure that the primary and secondary program could make decisions to continue employing support personnel to meet the needs of targeted subgroups, based on stakeholder feedback. School staff and Nea Governing Board will align their WASC and Single School Plan for Student Achievement to the goals and actions in the approved Local Control Accountability Plan.

- D. 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). 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). 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.

As mentioned above on section 3, funds were allocated based on Special Education, English Learner and low-income population. Based on fund allocation, the programs will now be able to provide increased services to these learners.



NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.