

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

Introduction:

LEA: Alameda 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
<p>The LCAP template for Charter Schools was first shared with Lead Facilitators by Patti Wilczek upon its release. Lead Facilitators attended the CCSA Conference in San Jose on LCAP. Ed Tech presented our financials to the CLCS Board in December and has been critical in developing a budget based in increased LCFF funding. Their Support office leadership provided us an LCAP template and support Power points in March in March of, 2014 and we received feedback from our Boards in April on the proposed goals, metrics, and activities.</p> <p>ACLCL average assuming 12% Financially Limited and unduplicated EL or Foster Youth. 20% Supplemental funding for English Learners, Foster Youth and Limited Income ACLCL will not qualify for concentrated funding for schools above 50% of learners with Limited Income or English Learners</p> <p>ACLCL projected funding increases are estimated to be as follows - ACLCL = 12% Limited Income (53 learners).</p>	

In General:

This template was circulated to the faculty and parent members of the school community for their feedback. A representative sample of the student body was also asked for their input to the guiding questions. All of their responses are incorporated.

Faculty:

For this iteration, the faculty was separated into their departmental groups to read over the WASC goals set last year. Prior to that facilitators looked at STAR results and have been discussing learners of concern all year. At a later meeting, they reviewed and discussed the changes, improvements and noted the differences they had seen in the school since 2010, collectively. These thoughts, ideas, and findings were compiled and provided to the school administration to incorporate their ideas.

Learners:

Leadership consisting of all grades (7-12) met with both a Lead Facilitator and facilitator member in attendance to discuss the facilities, academics, and school behavior plan and provide their input in line with LCAP guiding questions. Their input and views were also provided to the school leadership.

Parents:

The Parent Action Committee met to discuss the LCAP ideas proposed by facilitators. They also contributed changes, the improvements they have seen in the school, and provided their input on whether the school has made progress on goals. The LCAP guidelines were provided to the same members for their review and input. Those answers were given to the administration for incorporation into the final report.

Board: The ACLC site school board has also reviewed all stake holders responses and feedback to parent surveys, and they have also contributed by providing feedback at the learner, parent and facilitator level.

The Lead Facilitator has communicated with the board members through to inform them of the initiation, progress and all other developments of the LCAP phase by phase in due time. This report is overlapping with our recent WASC report and provides a clear picture of the whole process and timelines.

Moreover, all phases and progress was discussed and deliberated in Board meetings:

LCAP Timeline:

April:

ACLC Board April 9th– Presentation on LCAP and Feedback on timeline

Learners: -Leadership in the next 2-4 weeks for presentation and Goal brainstorming

Parents: -PAC April 21st presentation and feedback

Facilitators: - Professional Development -April 23rd

May:

ACLC Board May 7th –Review and provide feedback on second draft and additional data

Learners: -Leadership feedback on draft

Parents: -PAC April Feedback on draft

Facilitators: - Professional Development May 28th

June:

ACLC Board June 4th -Action Item to approve.

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?

<p><i>Equity and fairness in the Judicial Committee process as seen in JC referrals and identified in parent feedback</i></p>	<p>We will increase the effectiveness of our Judicial Committee for all learners.</p>	<p><i>African American, ELL and Low Income Learners</i></p>	<p><i>Alameda Community Learning Center</i></p>	<p><i>JC Log analysis and Learner Led JC Report to ACLC Board Reports Administration Annual reflection and data discipline data review</i></p>	<p><i>Establish a baseline for repeat JC offences Establish a baseline for suspension rates of AA, FY and ELL Learners</i></p>	<p><i>Decrease by 5% number of repeat JC offences 5% drop in suspension rates</i></p>	<p><i>Additional Decrease by 5% number of repeat JC offences Additional 5% drop in suspension rates</i></p>	<p>School climate Pupil achievement Pupil engagement</p>
<p><i>Increase emotional and academic support for learners</i></p>	<p>Increased access to academic counseling, peer mediation and emotional counseling</p>	<p><i>African American, Hispanic, Asian , ELL and Low Income Learners</i></p>	<p><i>Alameda Community Learning Center</i></p>	<p><i>Learner and Parent surveys Counselor logs Additional Psychological and counseling</i></p>	<p><i>Establish a baseline for # of college meetings for LI, FY, ELL learners Establish a baseline for FY, ELL and LI learners meeting with college counselor Establish Emotional Support Groups amongst FY, LI and ELL learners Establish learner retention rates amongst FY, LI and ELL learners</i></p>	<p><i>Increase the response to for LI, FY, ELL learners from 14-15 Increase the number of learners participating in college counseling meetings Increase Emotional Support Groups amongst FY, LI and ELL learners Increase learner retention rates amongst FY, LI and ELL learners</i></p>	<p><i>Increase the response to for LI, FY, ELL learners from 15-16 Increase the number of learners participating in college counseling meetings Increase Emotional Support Groups amongst FY, LI and ELL learners learner retention rates amongst FY, LI and ELL learners</i></p>	<p>School climate Pupil achievement Pupil engagement Other pupil outcomes Parent involvement</p>

<p>Parents surveys indicate some improvement is needed with acceptance and equity</p>	<p><u>Increase engagement of parents and Learners from underrepresented populations</u></p>	<p>African American, Hispanic, Asian , ELL and Low Income Learners</p>	<p>Alameda Community Learning Center</p>	<p>Learner and Parent surveys</p> <p>Black Student Union to started last year to increase learner engagement and improve parent participation</p>	<p>Establish a baseline for parent surveys in the following areas:</p> <p>-Parent and learner involvement</p> <p>-Learner engagement</p> <p>Learner retention within targeted subgroups</p> <p>Participation in BSU will increae from 2013 levels</p> <p>AA retention rates will increase from 2014</p>	<p>Improve from the 14-15 baseline results by:</p> <p>10% increase in parent and learner involvement</p> <p>10% increase in learner engagement</p> <p>5% increase in learner retention</p> <p>Participation in BSU will increae from 20114 levels</p> <p>AA retention rates will increase from 2015</p>	<p>Improve from the 15-16 results by</p> <p>10% increase in parent and learner involvement</p> <p>10% increase in learner engagement</p> <p>5% increase in learner retention</p> <p>Participation in BSU will increae from 20115 levels</p> <p>AA retention rates will increase from 2015</p>	<p>Course access</p> <p>School climate</p> <p>Pupil achievement</p> <p>Pupil engagement</p> <p>Parent involvement</p>
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Identified Need and Metric <i>(What needs have been identified and what metrics are used to measure progress?)</i>	Goal #2 Develop a comprehensive professional development plan to enable facilitators to better serve all learners.			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities <i>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</i>
	Description of Goal	Applicable Pupil Subgroup(s) <i>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)</i>	School(s) Affected <i>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</i>		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<i>The academic achievement gap as identified in STAR</i>	Create individual Professional Development plans and instructional goals based on the needs of all learners (Foster Youth, ELL, LI).	<i>ELL and Low Income Learners</i>	<i>Alameda Community Learning Center</i>	<i>Professional Development Goals for facilitators and Lead Facilitator</i> <i>Schoolwide Professional Development Goal</i>	<i>Facilitators and Lead facilitator will create ongoing goals for traditionally underperforming groups.</i> <i>ACLC Professional Development school wide goal will</i>	<i>Facilitators and Lead Facilitator will create ongoing goals for traditionally underperforming groups.</i> <i>ACLC Professional Development school</i>	<i>Facilitators will create ongoing goals for traditionally underperforming groups.</i> <i>ACLC Professional Development school</i>	Basic Course access Pupil achievement Implementation of State Standards Other pupil outcomes

				<p><i>incorporate the needs of traditionally underserved groups</i></p> <p><i>Establish a baseline SRI for all learners</i></p> <p><i>Establish Core proficiency baselines as measured by GPA</i></p>	<p><i>wide goal will incorporate the needs of traditionally underserved groups</i></p> <p><i>FY, ELL and LI learners will improve from the baseline SRI set in 14-15</i></p> <p><i>Improve from the Core proficiency determined using 2014-2015 baseline data.</i></p>	<p><i>wide goal will incorporate the needs of traditionally underserved groups</i></p> <p><i>FY, ELL and LI learners will improve from the baseline SRI set in 15-16</i></p> <p><i>Improve from the Core proficiency determined using 2015-2016</i></p>		
WASC Goal	Continue to develop formative and summative assessments to track progress of learning in our classes.	ELL and Low Income Learners	Alameda Community Learning Center	<p>Create 3-4 Facilitator created Benchmarks</p> <p>Data Results to be analyzed to identifying learners of concern</p>	<p>Each facilitator will create or refine additional benchmarks to measure learning</p> <p>Professional Development Agendas will reflect 3-4 data analysis sessions specific focus on supporting ELL, LI and other underserved groups</p>	<p>Each facilitator will create or refine additional benchmarks to measure learning</p> <p>Professional Development Agendas will reflect 3-4 data analysis sessions specific focus on supporting ELL, LI and other underserved groups</p>	<p>Each facilitator will create or refine additional benchmarks to measure learning</p> <p>Professional Development Agendas will reflect 3-4 data analysis sessions specific focus on supporting ELL, LI and other underserved groups</p>	<p>Course access</p> <p>Pupil achievement</p> <p>Pupil engagement</p> <p>Implementation of State Standards</p> <p>Other pupil outcomes</p>
The academic achievement gap as identified in STAR results	Identify and recruit outside professional to deliver training to support ACLC facilitators with PBL and supporting ELL and other traditionally underserved	English Language Learners, Foster youth, Limited Income learners	Alameda Community Learning Center	<p>Trained ELD facilitator</p> <p>Invite Buck Institute professional development plan</p>	<p>Professional development agendas will reflect:</p> <p>Trained ELD facilitator</p> <p>Invite Buck Institute professional development plan</p>	<p>Professional development agendas will reflect:</p> <p>Trained ELD facilitator</p> <p>Invite Buck Institute professional development plan</p>	<p>Professional development Agendas will reflect:</p> <p>Trained ELD facilitator</p> <p>Invite Buck Institute professional development plan</p>	<p>Basic</p> <p>Course access</p> <p>School climate</p> <p>Pupil achievement</p> <p>Pupil engagement</p> <p>Implementation of</p>

	<i>learners in project work.</i>			<i>Illuminate training for data and assessments</i>	<i>Illuminate training for data and assessments</i>	<i>Illuminate training for data and assessments</i>	<i>Illuminate training for data and assessments</i>	State Standards Other pupil outcomes
				<i>East Bay Writers project to lead work on writing across the curriculum</i> <i>Facilitator surveys</i>	<i>East Bay Writers project to lead work on writing across the curriculum</i> <i>Establish a baseline for facilitator survey</i> <i>Facilitator surveys</i>	<i>East Bay Writers project to lead work on writing across the curriculum</i> <i>Improved results in Facilitator surveys</i>	<i>East Bay Writers project to lead work on writing across the curriculum</i> <i>Improved results in Facilitator surveys</i>	Parent involvement
<i>Work collaboratively with Intervention Specialist in Professional Development to facilitate Academic Support and Learners of Concern</i>	Create a successful after school Academic Support model that identified and supports Learners of concern	<i>African American, ELL and Low Income Learners</i>	<i>Alameda Community Learning Center</i>	<i>MAS Google tracking tool</i> <i>Professional Development minutes during learners of concern conversations</i> <i>Develop criteria for an effective academic support strategies to support ELL, LI and FY and underserved learners</i>	<i>Establish a system tracking tool that is efficient and informs the work</i> <i>Professional Development minutes during learners of concern conversations</i> <i>Establish a warehouse of data and strategies to effectively strategies to support ELL, LI and FY and underserved learners</i>	<i>Utilize the MAS tracking tool to communicate between intervention specialist and facilitators</i> <i>Professional Development minutes during learners of concern conversations</i> <i>Refine our Academic support strategies to support ELL, LI and FY and underserved learners</i>	<i>Utilize the MAS tracking tool to communicate between intervention specialist and facilitators</i> <i>Professional Development minutes during learners of concern conversations</i> <i>Refine our Academic support strategies to support ELL, LI and FY and underserved learners</i>	Course access School climate Pupil achievement Pupil engagement Implementation of State Standards Parent involvement

Identified Need and Metric <i>(What needs have been identified and what metrics are used to measure progress?)</i>	Goal#3 Increase academic achievement for Foster Youth, ELL and Low Income learners.			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities <i>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</i>
	Description of Goal	Applicable Pupil Subgroup(s) <i>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)</i>	School(s) Affected <i>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</i>		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<i>Achievement gap identified in GPA and STAR data</i>	Increase academic achievement for Foster Youth, ELL and Low Income learners	<i>ELL and Low Income Learners</i>	<i>Alameda Community Learning Center</i>	<p><i>Increase direct support for ELL Learners with ELD and Intervention facilitator</i></p> <p><i>Graduation rates</i></p> <p><i>Academic support will be held every Tuesday and Thursday to support struggling learners</i></p>	<p><i>Establish a baseline of time and support learners at ACLC need</i></p> <p><i>Establish graduation rates for ELL, LI and FY at ACLC</i></p> <p><i>Facilitators will work in small groups to support student who need additional support</i></p>	<p><i>Increase support for ELL learners based on 14-15 analysis</i></p> <p><i>Increase graduation rates for ELL, LI and FY based on 2014-15 baseline</i></p> <p><i>Facilitators will work in small groups to support student who need additional support</i></p>	<p><i>Increase support for ELL learners based on 15-16 analysis</i></p> <p><i>Increase graduation rates for ELL, LI and FY based on 2015-16 rates</i></p> <p><i>Facilitators will work in small groups to support student who need additional support</i></p>	<p>Course access</p> <p>Pupil achievement</p> <p>Pupil engagement</p> <p>Other pupil outcomes</p>

<p>Parents, Learners and facilitators have identified a clear need to hire and credentialed facilitator</p>	<p>Develop a system for correlating quarter and semester grades with list of at-risk learners/unmotivated learners scoring FBB, BB, and B, and/or gpa of less than 2.0</p>	<p>African American, ELL and Low Income Learners</p>	<p>Alameda Community Learning Center</p>	<p>Work with power school and illuminate data from semester grades.</p> <p>Professional Development minutes during Learners of concern conversations</p>	<p>Establish a criteria for identifying learners with low CST results or benchmark results</p> <p>PD notes will reflect Intervention Specialist will lead biweekly discussion about learners of concern</p>	<p>Improve systems for identifying learners with SRI or math benchmark results</p> <p>PD notes will reflect Intervention Specialist will lead biweekly discussion about learners of concern</p>	<p>Improve systems for identifying learners with SRI or math benchmark results</p> <p>PD notes will reflect Intervention Specialist will lead biweekly discussion about learners of concern</p>	<p>Pupil achievement</p> <p>Pupil engagement</p> <p>Implementation of State Standards</p> <p>Other pupil outcomes</p> <p>Parent involvement</p>
<p>WASC visiting committee identified a clear need for additional Data need to improve intrvention</p>	<p>Develop data driven systems to correlate SSTs with At-risk learner list and learners whose gpa is below 2.0</p>	<p>African American, ELL and Low Income Learners</p>	<p>Alameda Community Learning Center</p>	<p>SST log, Intervention and 504 logs</p> <p>Professional development agendas</p>	<p>504, SST and Intervention Google doc baseline</p> <p>Develop 504 log baseline</p> <p>Bi-weekly Intervention PD that utilizes logs and GPA data</p>	<p>504, SST and Intervention Google doc</p> <p>Utilze baseline data to correlate SSTs and 504's with at-risk learners to increase quality of instruction and support</p>	<p>504, SST and Intervention Google doc</p> <p>Utilze baseline data to correlate SSTs and 504's with at-risk learners to increase quality of instruction and support</p>	<p>Course access</p> <p>School climate</p> <p>Pupil achievement</p> <p>Pupil engagement</p> <p>Implementation of State Standards</p> <p>Parent involvement</p>

<p>Identified Need and Metric (What needs</p>	<p>Goal#4 Develop Interdisciplinary projects and methods of to measure the effectiveness of project based learning with Foster Youth, ELL and Low Income learners</p>	<p>Annual Update: Analysis of</p>	<p>What will be different/improved for students? (based on identified metric)</p>	<p>Related State and Local Priorities (Identify specific state priority. For districts and</p>
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<i>have been identified and what metrics are used to measure progress?)</i>	Description of Goal	Applicable Pupil Subgroup(s) <i>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)</i>	School(s) Affected <i>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</i>	Progress				COEs, <u>all priorities in statute must be included and identified</u>; each goal may be linked to more than one priority if appropriate.)
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<i>Identified as a WASC goal to increase engagement and deeper learning at ACLC</i>	Develop Interdisciplinary projects and methods to measure the effectiveness of project based learning with Foster Youth, ELL and Low Income learners	ELL and Low Income Learners	Alameda Community Learning Center	Develop and refine the Project Planning tool Adopt project tools and best practices to create successful projects	Establish a baseline for actual co-curricular projects in classes across the school PD Agendas will reflect presentation of best projects for facilitators and share milestones and assessments in professional development	Increase the project offered at ACLC from the 14-15 baseline PD Agendas will reflect presentation of best projects for facilitators and share milestones and assessments in professional development	Increase the project offered at ACLC from the 15-16 baseline PD Agendas will reflect presentation of best projects for facilitators and share milestones and assessments in professional development	Pupil engagement Implementation of State Standards Other pupil outcomes
<i>Identified as a WASC goal to increase engagement and deeper learning at ACLC</i>	Create an engaging education model through Project Based Learning. Incorporate standards from more than one discipline in one project per class.	ELL and Low Income Learners	Alameda Community Learning Center	One project per class will incorporate concepts from additional classes	Establish a baseline for actual co-curricular projects in classes across the school	Increase the co-curricular projects offered at ACLC from the 14-15 baseline	Increase the co-curricular projects offered at ACLC from the 15-16 baseline	Course access School climate Pupil achievement Pupil engagement Implementation of State

								<i>Standards</i>
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Identified Need and Metric <i>(What needs have been identified and what metrics are used to measure progress?)</i>	Goal#5 <i>Improve achievement for those who fail to progress in math or who enter math courses with low skills.</i>			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities <i>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</i>
	Description of Goal	Applicable Pupil Subgroup(s) <i>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)</i>	School(s) Affected <i>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</i>		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<i>Gap in achievement with STAR results</i>	Identify learners who have low entry-level skills with intake assessments	<i>ELL and Low Income Learners</i>	<i>Alameda Community Learning Center</i>	<i>Analyze tractable systems (CPM Math, SRI, and NWEA)to</i>	<i>Establish a baseline for intake / initial assessments</i>	<i>Increase from the baseline for returning students</i>	<i>Increase from the baseline for returning students</i>	Course access Pupil achievement Implementation of State

				assess core skill levels for math learners	for ACLC math classes			Standards Other pupil outcomes
CELDT Data and achievement gap indicated in STAR results	Provide direct support to learners in math during the school day.	ELL and Low Income Learners	Alameda Community Learning Center	One newly qualified facilitator who can support ELL learners in math.	Establish a baseline of support our ELL facilitator can provide.	Increase ELL support in math based on 2014-15 baseline	Increase ELL support in math based on 2015-16 baseline	Course access School climate Pupil achievement Pupil engagement Parent involvement
Math intervention and remediation of classes	Research and implement technology-based resources such as CPM and NWEA. Provide other remediation opportunities like Aleks or BYU classes	All learners, ELL and Low Income Learners	Alameda Community Learning Center	NWEA results CPM results Math intervention after school Track and provide opportunities for learners to remediate classes if they fail.	Review NWEA and CPM results for intake math placements Track MAS attendance after school Track and provide opportunities for learners and parents to remediate classes if they fail.	Review NWEA and CPM results for intake math placements Improve MAS attendance after school based on 14-15 results Track and provide opportunities for learners to remediate classes if they fail.	Review NWEA and CPM results for intake math placements Improve MAS attendance after school based on 15-16 results Track and provide opportunities for learners to remediate classes if they fail.	Course access School climate Pupil achievement Implementation of State Standards Parent involvement

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 from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	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)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17

<p>Goal #1</p> <p>Improve school culture by increasing the proportion of engaged learners in our democratic model.</p>	<p>Course access</p> <p>School climate</p> <p>Pupil achievement</p> <p>Pupil engagement</p> <p>Implementation of State Standards</p>	<p>Our Judicial Committeee will track JC Logs and analyze trends in equity amongst FY ELL and LI learners</p> <p>Lead Facilitator will conduct Annual reflections on discipline including (suspensions, detentions, expulsions, discipline contracts) FY, LI, and ELL learner results will be highlighted and evaluated</p> <p>Program Evaluation Committee will conduct Learner and Parent surveys to measure engagement from stakeholders</p> <p>College Counseling will log meetings to ensure equity in college counseling for FY, ELL and LI learners</p> <p>School Counselor will log meetings to ensure equity in scheduling counseling for FY ELL and LI learners</p>	<p>ACLC / School-wide</p>	<p>JC report to ACLC Board</p> <p>Discipline report for WASC and 180 degrees end year report</p> <p>Program Evaluation Committee survey and end of year presentation to ACL Board</p> <p>WASC reflection on progress to goals</p> <p>WASC reflection on progress to goals</p> <p>Finance</p>	<p><u>Action:</u> JC clerks trained by JC facilitator. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement <u>Service:</u> <u>Expenditure:</u> Funding of a 4K stipend for JC Facilitator</p> <p><u>Action:</u> Data shared with <u>Service:</u> stakeholders to inform best practices <u>Expenditure:</u> None</p> <p><u>Action:</u> Data shared with stakeholders to inform best practices <u>Service:</u> Staff informed on engagement <u>Expenditure:</u> None</p> <p><u>Action:</u> <u>Service:</u> Learner empowerment on college and future <u>Expenditure:</u> \$6K in payroll college Councilor</p> <p><u>Action:</u> Additional academic counseling <u>Service:</u> Guidance for family and learners <u>Expenditure:</u> 10 K in payroll for school psychologist</p>	<p><u>Action:</u> JC clerks trained by JC facilitator. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement <u>Expenditure:</u> Funding of a 4K stipend for JC Facilitator</p> <p><u>Action:</u> Data shared with stakeholders to inform best practices <u>Service:</u> <u>Expenditure:</u> None</p> <p><u>Action:</u> Data shared with stakeholders to inform best practices <u>Service:</u> <u>Expenditure:</u></p> <p><u>Action:</u> <u>Service:</u> Learner empowerment on college and future <u>Expenditure:</u> \$6K in payroll college Councilor</p> <p><u>Action:</u> Additional academic counseling <u>Service:</u> Guidance for family and learners <u>Expenditure:</u> 10 K in payroll for school psychologist</p>	<p><u>Action:</u> JC clerks trained by JC facilitator. <u>Service:</u> Dialogue facilitates conversations with stakeholders on equity and engagement <u>Expenditure:</u> Funding of a 4K stipend for JC Facilitator</p> <p><u>Action:</u> Data shared with stakeholders to inform best practices <u>Service:</u> <u>Expenditure:</u> No additional <u>Expenditure:</u> None</p> <p><u>Action:</u> Data shared with stakeholders to inform best practices <u>Service:</u> <u>Expenditure:</u> None</p> <p><u>Action:</u> <u>Service:</u> Learner empowerment on college and future <u>Expenditure:</u> \$6K in payroll college Councilor</p> <p><u>Action:</u> Additional academic counseling <u>Service:</u> Guidance for family and learners <u>Expenditure:</u> 10 K in payroll for school psychologist</p>
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		<p>ACLC will increase by .2 FTE psychological counseling to ensure general ed learners have effective support for FY ELL and LI learners</p> <p>ACLC will improve upon the Black Student Union to started last year to increase learner engagement and improve parent participation</p>		<p>Committee Budget to be passed at CLCS Board meeting</p> <p>WASC reflection on progress to goals</p>	<p><u>Action:</u> Psyc counseling <u>Service:</u> Guidance and academic evaluations of learners <u>Expenditure:</u> 10 K in payroll for school psychologist</p> <p><u>Action:</u> Develop BSU <u>Service:</u> community engagement <u>Expenditure:</u> No expenditures</p>	<p><u>Action:</u> Psyc counseling <u>Service:</u> Guidance and academic evaluations of learners <u>Expenditure:</u> 10 K in payroll for school psychologist</p> <p><u>Action:</u> Develop BSU <u>Service:</u> community engagement <u>Expenditure:</u> No expenditures</p>	<p><u>Action:</u> Psyc counseling <u>Service:</u> Guidance and academic evaluations of learners <u>Expenditure:</u> 10 K in payroll for school psychologist</p> <p><u>Action:</u> Develop BSU <u>Service:</u> community engagement <u>Expenditure:</u> No expenditures</p>
<p>Goal #2 Develop a comprehensive professional development plan to enable facilitators to better serve all learners.</p>	<p>Basic</p> <p>Course access</p> <p>School climate</p> <p>Pupil achievement</p> <p>Pupil engagement</p> <p>Implementation of State Standards</p> <p>Other pupil outcomes</p> <p>Parent involvement</p>	<p>Facilitators and Lead facilitator will create ongoing goals for supporting traditionally underperforming groups.</p> <p>ACLC will provide Professional Development plan will include a school wide goal will incorporate the needs of FY ELL and LI learners</p>	<p>ACLC / School-wide</p>	<p>Review of professional Development Goals by Lead facilitator. Reported to ACLC Board in Lead Facilitator Report</p> <p>Review of schoolwide Professional development goal to ACLC Board</p>	<p><u>Action:</u> professional development <u>Service:</u> improved learners intervention and engagement <u>Expenditure:</u> No additional expenditure</p> <p><u>Action:</u> professional development <u>Service:</u> improved learners intervention and engagement <u>Expenditure:</u> No additional expenditure</p>	<p><u>Action:</u> professional development <u>Service:</u> improved learners intervention and engagement <u>Expenditure:</u> No additional expenditure</p> <p><u>Action:</u> professional development <u>Service:</u> improved learners intervention and engagement <u>Expenditure:</u> No additional expenditure</p>	<p><u>Action:</u> professional development <u>Service:</u> improved learners intervention and engagement <u>Expenditure:</u> No additional expenditure</p> <p><u>Action:</u> professional development <u>Service:</u> improved learners intervention and engagement <u>Expenditure:</u> No additional expenditure</p>

		<p>ACLC will establish a baseline SRI or lexile score for all learners.</p> <p>ACLC will establish Core proficiency baselines as measured by GPA to identify learners who need counseling and interventions</p> <p>ACLC facilitators will conduct 3-4 data analysis sessions specific focus on supporting ELL, LI and other underserved groups Trained ELD facilitator</p> <p>ACLC will Invite Buck Institute to ensure Project Based Learning is inclusive and supportive of traditionally underserved groups like ELL, LI and FY.</p> <p>ACLC will work with Illuminate training for data</p>		<p>Reported to the Curriculum Committee and WASC end year progress report</p> <p>Presented at Staff meeting for Data Reflection and Analysis</p> <p>Update to WASC end year progress and in Professional Development</p> <p>Approved in Financial Committee, presented in professional development, presented in WASC Committee</p> <p>Approved by staff, presented in</p>	<p><u>Action: Assessment and data analysis</u> <u>Service:</u> Improved instruction to target learners needs <u>Expenditure:</u> 2K for sight license of assessment tool</p> <p><u>Action:</u> Create data tracking document from transcripts <u>Service:</u> Improved instruction to target learners needs <u>Expenditure:</u> \$500 Power school consulting</p> <p><u>Action:</u> Data tracking in inform interventions and instruction <u>Service:</u> Improved targeted instruction <u>Expenditure:</u> no additional expenditure</p> <p><u>Action:</u> Professional development <u>Service:</u> Learner support and scaffolds for projects <u>Expenditure:</u> 5K from profession development budget</p> <p><u>Action:</u> Professional Development <u>Service:</u> Learner support and</p>	<p><u>Action: Assessment and data analysis</u> <u>Service:</u> Improved instruction to target learners needs <u>Expenditure:</u> 2K for sight license of assessment tool</p> <p><u>Action:</u> Evaluate data tracking document from transcripts <u>Service:</u> Improved instruction to target learners needs <u>Expenditure:</u> no expenditure</p> <p><u>Action:</u> Data tracking in inform interventions and instruction <u>Service:</u> Improved targeted instruction <u>Expenditure:</u> no additional expenditure</p> <p><u>Action:</u> Professional development <u>Service:</u> Learner support and scaffolds for projects <u>Expenditure:</u> 5K from profession development budget</p> <p><u>Action:</u> Professional Development <u>Service:</u> Learner support</p>	<p><u>Action: Assessment and data analysis</u> <u>Service:</u> Improved instruction to target learners needs <u>Expenditure:</u> 2K for sight license of assessment tool</p> <p><u>Action:</u> Create data tracking document from transcripts <u>Service:</u> Improved instruction to target learners needs <u>Expenditure:</u> no expenditure</p> <p><u>Action:</u> Data tracking in inform interventions and instruction <u>Service:</u> Improved targeted instruction <u>Expenditure:</u> no additional expenditure</p> <p><u>Action:</u> Professional development <u>Service:</u> Learner support and scaffolds for projects <u>Expenditure:</u> 5K from profession development budget</p> <p><u>Action:</u> Professional Development <u>Service:</u> Learner support</p>
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		<p>and assessment of benchmarks to support a data driven instructional practices</p> <p>ACLC will invite the East Bay Writers Project to lead work on writing across the curriculum and how to specifically support LI, FY and ELL learners.</p> <p>ACLC will establish a baseline for facilitator survey Facilitator surveys to determine engagement and effectiveness of our instructional program.</p> <p>ACLC facilitators will hold biweekly meetings to discuss learners of concern. Those meetings will be facilitated by ELD facilitator and Intervention specialist.</p>		<p>professional development, presented in WASC Committee</p> <p>Approved by staff, presented in professional development, presented in WASC Committee</p> <p>Presented at Staff meeting for Data Reflection and Analysis</p> <p>Presented at Staff meeting and reflected in minutes for Data Reflection and Analysis</p>	<p>scaffolds for projects <u>Expenditure</u>: 3K for training on assessment and data analysis</p> <p><u>Action</u>: Professional Development <u>Service</u>: Improved learner strategies and supports in writing <u>Expenditure</u>: 2K for workshops</p> <p><u>Action</u>: establishing data baseline <u>Service</u>: Improved data analysis for instruction and differentiation <u>Expenditure</u>: no expenditures</p> <p><u>Action</u>: Professional Development <u>Service</u>: interventional and differentiation <u>Expenditure</u>: no additional expenditure</p>	<p>and scaffolds for projects <u>Expenditure</u>: 3K for training on assessment and data analysis</p> <p><u>Action</u>: Professional Development <u>Service</u>: Improved learner strategies and supports in writing <u>Expenditure</u>: 2K for workshops</p> <p><u>Action</u>: establishing data baseline <u>Service</u>: Improved data analysis for instruction and differentiation <u>Expenditure</u>: no expenditures</p> <p><u>Action</u>: Professional Development <u>Service</u>: interventional and differentiation <u>Expenditure</u>: no additional expenditure</p>	<p>and scaffolds for projects <u>Expenditure</u>: 3K for training on assessment and data analysis</p> <p><u>Action</u>: Professional Development <u>Service</u>: Improved learner strategies and supports in writing <u>Expenditure</u>: 2K for workshops</p> <p><u>Action</u>: establishing data baseline <u>Service</u>: Improved data analysis for instruction and differentiation <u>Expenditure</u>: no expenditures</p> <p><u>Action</u>: Professional Development <u>Service</u>: interventional and differentiation <u>Expenditure</u>: no additional expenditure</p>
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<p>Goal#3 Increase academic achievement for Foster Youth, ELL and Low Income learners.</p>	<p>Pupil achievement Pupil engagement Implementation of State Standards Other pupil outcomes Parent involvement</p>	<p>ACLC will increase direct support for ELL Learners by ELD and Intervention Assistant Lead Facilitator</p> <p>ACLC will work with power school and illuminate to evaluate data from semester grades to identify college readiness and spark other interventions if necessary</p> <p>ACLC Intervention Specialist will lead biweekly discussion about learners of concern to determine how to best serve these learners.</p>	<p>ACLC / School-wide</p>	<p>Approved by ACLC board in personnel section of budget</p> <p>Illuminate will be contracted to present to ACLC staff in professional development. They will provide support for creating benchmarks and evaluating data.</p> <p>Facilitator PD survey will reflect meetings are purposeful and support intervention efforts across the school.</p>	<p><u>Action:</u> Hiring <u>Service:</u> Improved ELL instruction and differentiation <u>Expenditure:</u> 25K in salary</p> <p><u>Action:</u> Contract with Illuminate and Power school <u>Service:</u> Improved ELL instruction and differentiation <u>Expenditure:</u> 3 k for Illuminate training</p> <p><u>Action:</u> Professional Development <u>Service:</u> plan interventions for struggling learners <u>Expenditure:</u> no additional expenditure</p>	<p><u>Action:</u> Hiring <u>Service:</u> Improved ELL instruction and differentiation <u>Expenditure:</u> 25K in salary :</p> <p><u>Action:</u> Contract with Illuminate and Power school <u>Service:</u> Improved ELL instruction and differentiation <u>Expenditure:</u> 3 k for Illuminate training</p> <p><u>Action:</u> Professional Development <u>Service:</u> planned interventions for struggling learners <u>Expenditure:</u> no additional expenditure</p>	<p><u>Action:</u> Hiring <u>Service:</u> Improved ELL instruction and differentiation <u>Expenditure:</u> 25K in salary</p> <p><u>Action:</u> Contract with Illuminate and Power school <u>Service:</u> Improved ELL instruction and differentiation <u>Expenditure:</u> 3 k for Illuminate training</p> <p><u>Action:</u> Professional Development <u>Service:</u> planned interventions for struggling learners <u>Expenditure:</u> no additional expenditure</p>

		<p>ACLCL facilitators will work in small groups during after school academic support to directly help student who need additional help (ELL, LI and FY)</p> <p>ACLCL will add an Assistant Lead Facilitator who will increase to number of SST meetings we hold for learners who need academic support</p>		<p>Reported in GPA of analysis for ACLCL Board.</p> <p>Reported in ACLCL Budget and to ACLCL facilitators in learner of concern discussions</p>	<p><u>Action:</u> direct learner support <u>Service:</u> learner tutoring and guidance <u>Expenditure:</u> no additional expenditure</p> <p><u>Action:</u> Hiring <u>Service:</u> Intervention, discipline and professional development <u>Expenditure:</u> 75K in salary</p>	<p><u>Action:</u> direct learner support <u>Service:</u> learner tutoring and guidance <u>Expenditure:</u> no additional expenditure</p> <p><u>Action:</u> Hiring <u>Service:</u> Intervention, discipline and professional development <u>Expenditure:</u> 75K in salary</p>	<p><u>Action:</u> direct learner support <u>Service:</u> learner tutoring and guidance <u>Expenditure:</u> no additional expenditure</p> <p><u>Action:</u> Hiring <u>Service:</u> Intervention, discipline and professional development <u>Expenditure:</u> 75K in salary</p>
<p>Goal#4 Develop Interdisciplinary projects and methods of to measure the effectiveness of project based learning with Foster Youth, ELL and Low Income learners</p>	<p>Course access</p> <p>School climate</p> <p>Pupil achievement</p> <p>Pupil engagement</p> <p>Implementation of State Standards Standards</p> <p>Other pupil outcomes</p>	<p>ACLCL will incorporate and refine the Project Planning tool from the Buck Institute the equip learners for succeed in project work.</p> <p>ACLCL will adopt project tools and best practices to facilitate the FY, LI and ELL learners at ACLCL</p> <p>ACLCL Facilitators will collaborate to adopt one project per class that</p>	<p>ACLCL / School-wide</p>	<p>Reported in the annual WASC report</p> <p>Approved and adopted in professional development and incorporated into the WASC report</p> <p>Published on Website and reported in</p>	<p><u>Action:</u> Professional Development <u>Service:</u> Improved project scaffolds and supports <u>Expenditure:</u> 5K professional development</p> <p><u>Action:</u> Professional development <u>Service:</u> improved projects <u>Expenditure:</u> no additional expenditure</p> <p><u>Action:</u> Project collaboration <u>Service:</u> Improved learner engagement</p>	<p><u>Action:</u> Professional Development <u>Service:</u> Improved project scaffolds and supports <u>Expenditure:</u> 5K professional development</p> <p><u>Action:</u> Professional development <u>Service:</u> improved projects <u>Expenditure:</u> no additional expenditure</p> <p><u>Action:</u> Project collaboration <u>Service:</u> Improved learner engagement</p>	<p><u>Action:</u> Professional Development <u>Service:</u> Improved project scaffolds and supports <u>Expenditure:</u> 5K professional development</p> <p><u>Action:</u> Professional development <u>Service:</u> improved projects <u>Expenditure:</u> no additional expenditure</p> <p><u>Action:</u> Project collaboration <u>Service:</u> Improved learner engagement</p>

		incorporate concepts from additional classes. Those projects will be updated on the project planner.		WASC report	<u>Expenditure</u> : no additional expenditure	<u>Expenditure</u> : no additional expenditure	<u>Expenditure</u> : no additional expenditure
Goal#5 Improve achievement for those who fail to progress in math or who enter math courses with low skills.	Course access School climate Pupil achievement Implementation of State Standards Parent involvement	Our ELD facilitators will assess each ELL using CELDT to ensure that are identified and properly scheduled ACLC will assess each learners reading mathematical competency to properly support and challenge ELL, FY, and FY. ACLC will assess each learner using College Repertory Math assessment test to place learners in middle school math ACLC will track and provide remediation for learners who fail classes to ensure they are college ready	ACLC / School-wide	Reported in CELDT and to the facilitator's during data tracking. Also in the annual WASC report Reported to the facilitator's during data tracking. Also in the annual WASC report Reported to the facilitator's during data tracking. Also in the annual WASC report Update to WASC end year progress and in Professional Development	<u>Action</u> : Project collaboration <u>Service</u> : Improved learner engagement <u>Expenditure</u> : no additional expenditure <u>Action</u> : Assess learners <u>Service</u> : Improved ELL instruction and differentiation <u>Expenditure</u> : no additional expenditure <u>Action</u> : Math assessments <u>Service</u> : improved ability to support individual learners <u>Expenditure</u> : 2k for assessment and supporting CPM materials <u>Action</u> : course remediation <u>Service</u> : learner access to remediation <u>Expenditure</u> : 5K for remediation classes	<u>Action</u> : Project collaboration <u>Service</u> : Improved learner engagement <u>Expenditure</u> : no additional expenditure <u>Action</u> : Assess learners <u>Service</u> : Improved ELL instruction and differentiation <u>Expenditure</u> : no additional expenditure <u>Action</u> : Math assessments <u>Service</u> : improved ability to support individual learners <u>Expenditure</u> : 2k for assessment and supporting CPM materials <u>Action</u> : course remediation <u>Service</u> : learner access to remediation <u>Expenditure</u> : 5K for remediation classes	<u>Action</u> : Project collaboration <u>Service</u> : Improved learner engagement <u>Expenditure</u> : no additional expenditure <u>Action</u> : Assess learners <u>Service</u> : Improved ELL instruction and differentiation <u>Expenditure</u> : no additional expenditure <u>Action</u> : Math assessments <u>Service</u> : improved ability to support individual learners <u>Expenditure</u> : 2k for assessment and supporting CPM materials <u>Action</u> : course remediation <u>Service</u> : learner access to remediation <u>Expenditure</u> : 5K for remediation classes

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.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	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)?		
					LCAP Year Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
Goal #1 Improve school culture by increasing the proportion of engaged learners in our democratic model.	Course access School climate Pupil achievement Pupil engagement Implementation of State Standards	Our Judicial Committee will track JC Logs and analyze trends in equity amongst FY ELL and LI learners Lead Facilitator will conduct Annual reflections on discipline including (suspensions, detentions, expulsions, discipline contracts) FY, LI, and ELL learner results will be highlighted and evaluated Program Evaluation Committee will conduct Learner and Parent surveys to measure engagement from stakeholders	School-wide	JC report to ACLC Board Discipline report for WASC and 180 degrees end year report Program Evaluation Committee survey and end of year presentation to ACL Board	<i>Low income allocation to school = 52K</i>	<i>Low income allocation to school will increase based on state rollout of LCFF</i>	<i>Low income allocation to school will increase based on state rollout of LCFF</i>

		<p>College Counseling will log meetings to ensure equity in college counseling for FY, ELL and LI learners</p> <p>School Counselor will log meetings to ensure equity in scheduling counseling for FY ELL and LI learners</p> <p>ACLC will increase by .2 FTE psychological counseling to ensure general-ed learners have effective support for FY ELL and LI learners</p> <p>ACLC will improve upon the Black Student Union to started last year to increase learner engagement and improve parent participation</p>		<p>WASC reflection on progress to goals</p> <p>WASC reflection on progress to goals</p> <p>Finance Committee Budget to be passed at CLCS Board meeting</p> <p>WASC reflection on progress to goals</p>			
<p>Goal #2 Develop a comprehensive professional development plan to enable facilitators to better serve all learners.</p>	<p>Basic</p> <p>Course access</p> <p>School climate</p> <p>Pupil achievement</p> <p>Pupil engagement</p> <p>Implementation of State Standards</p>	<p>Facilitators and Lead facilitator will create ongoing goals for supporting traditionally underperforming groups.</p> <p>ACLC will provide Professional Development plan will include a school wide goal will incorporate the needs of FY ELL and LI learners</p> <p>ACLC will establish a</p>	School-wide	<p>Review of professional Development Goals by Lead facilitator. Reported to ACLC Board in Lead Facilitator Report</p> <p>Review of school wide Professional development goal to ACLC Board</p> <p>Reported to the Curriculum</p>			

	<p>Other pupil outcomes</p> <p>Parent involvement</p>	<p>baseline SRI or score for all learners.</p> <p>ACLC will establish Core proficiency baselines as measured by GPA to identify learners who need counseling and interventions</p> <p>ACLC facilitators will conduct 3-4 data analysis sessions specific focus on supporting ELL, LI and other underserved groups Trained ELD facilitator</p> <p>ACLC will Invite Buck Institute to ensure Project Based Learning is inclusive and supportive of traditionally underserved groups like ELL, LI and FY.</p> <p>ACLC will work with Illuminate training for data and assessment of benchmarks to support a data driven instructional practices</p> <p>ACLC will invite the East Bay Writers Project to lead work</p>		<p>Committee and WASC end year progress report</p> <p>Presented at Staff meeting for Data Reflection and Analysis</p> <p>Update to WASC end year progress and in Professional Development</p> <p>Approved in Financial Committee, presented in professional development, presented in WASC Committee</p> <p>Approved by staff, presented in professional development, presented in WASC Committee</p> <p>Approved by staff, presented in professional</p>			
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		<p>on writing across the curriculum and how to specifically support LI, FY and ELL learners.</p> <p>ACLCL will establish a baseline for facilitator survey Facilitator surveys to determine engagement and effectiveness of our instructional program.</p> <p>ACLCL facilitators will hold biweekly meetings to discuss learners of concern. Those meetings will be facilitated by ELD facilitator and Intervention specialist.</p>		<p>development, presented in WASC Committee</p> <p>Presented at Staff meeting for Data Reflection and Analysis</p> <p>Presented at Staff meeting and reflected in minutes for Data Reflection and Analysis</p>			
<p>Goal#3 Increase academic achievement for Foster Youth, ELL and Low Income learners Explore possible alternative graduation paths for learners who do not meet UC or State University requirements.</p>	<p>Pupil achievement</p> <p>Pupil engagement</p> <p>Implementation of State Standards</p> <p>Other pupil outcomes</p> <p>Parent involvement</p>	<p>ACLCL will increase direct support for ELL Learners by ELD and Intervention Assistant Lead Facilitator</p> <p>ACLCL will work with power school and illuminate to evaluate data from semester grades to identify college readiness and spark other interventions if necessary</p> <p>ACLCL Intervention Specialist will lead biweekly discussion about learners of concern to determine how to best serve</p>	School-wide	<p>Approved by ACLCL board in personnel section of budget</p> <p>Illuminate will be contracted to present to ACLCL staff in professional development. They will provide support for creating benchmarks and evaluating data.</p> <p>Facilitator PD survey will reflect meetings are purposeful and</p>			

		<p>these learners.</p> <p>ACLCL facilitators will work in small groups during after school academic support to directly help student who need additional help (ELL, LI and FY)</p> <p>ACLCL will add an Assistant Lead Facilitator who will increase to number of SST meetings we hold for learners who need academic support</p>		<p>support intervention efforts across the school.</p> <p>Reported in GPA of analysis for ACLCL Board.</p> <p>Reported in ACLCL Budget and to ACLCL facilitators in learner of concern discussions</p>			
<p>Goal#4 Develop Interdisciplinary projects and methods of to measure the effectiveness of project based learning with Foster Youth, ELL and Low Income learners</p>	<p>Course access</p> <p>School climate</p> <p>Pupil achievement</p> <p>Pupil engagement</p> <p>Implementation of State Standards Standards</p> <p>Other pupil outcomes</p>	<p>ACLCL will incorporate and refine the Project Planning tool from the Buck Institute the equip learners for succeed in project work.</p> <p>ACLCL will adopt project tools and best practices to facilitate the FY, LI and ELL learners at ACLCL</p> <p>ACLCL Facilitators will collaborate to adopt one project per class that incorporate concepts from additional classes. Those projects will be updated on the</p>	School-wide	<p>Reported in the annual WASC report</p> <p>Approved and adopted in professional development and incorporated into the WASC report</p> <p>Published on Website and reported in WASC report</p>			

		project planner.					
<p>Goal#5 Improve achievement for those who fail to progress in math or who enter math courses with low skills.</p>	<p>Course access</p> <p>School climate</p> <p>Pupil achievement</p> <p>Implementation of State Standards</p> <p>Parent involvement</p>	<p>Our ELD facilitators will assess each ELL using CELDT to ensure that are identified and properly scheduled</p> <p>ACLC will assess each learners reading mathematical competency to properly support and challenge ELL, FY, and FY.</p> <p>ACLC will assess each learner using College Repertory Math assessment test to place learners in middle school math</p> <p>ACLC will track and provide remediation for learners who fail classes to ensure they are college ready</p>	School-wide	<p>Reported in CELDT and to the facilitator's during data tracking. Also in the annual WASC report</p> <p>Reported to the facilitator's during data tracking. Also in the annual WASC report</p> <p>Reported to the facilitator's during data tracking. Also in the annual WASC report</p> <p>Update to WASC end year progress and in Professional Development</p>		Additional math facilitator = 55K	

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.)

Approximately 52K in concentrated LCFF funds are estimated to come to ACLC in the coming year. This amount Expressed as a percentage of the 14-15 LCFF funding in pupil funds is 1.8% - 2.3%. This is the % by which services for high need pupils must be increased or improved as compared to services provided to all pupils in 14-15. Approximately 43k-54k of LCFF supplemental and concentration grant funds were budgeted to our LEA for expenditures such as custodians, plant managers, counselors, and translation services. These dollars were apportioned based on their unduplicated numbers of EL, Low Income, and Foster Youth to ensure that schools could make decisions to continue employing support personnel to meet the needs of the targeted subgroups, based on stakeholder feedback. School staff and the ACLC Boards have alligned their support 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 in section 3, these funds were allocated to schools that have low income learner and English Learner populations. Schools like ACLC will receive a portion of LCFF supplemental funds and will now be able to increase services to ELL, FY and LI 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.