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

<u>Introduction:</u>

**LEA: __Capitol Collegiate Academy_     Contact:_Cristin Fiorelli, Principal, [cfiorelli@capitolcollegiate.org](mailto:cfiorelli@capitolcollegiate.org), (916__476-5796__       LCAP Year: 2014-2015**

### *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 |
| --- | --- |
| Student Achievement Council Meetings (2 occasions solicited input) – Fall and Winter<br><br>Family Conferences (95% participation rate)<br><br>EOY Survey Feedback: Staff and Families<br><br>Staff Feedback Session | The Student Achievement Council (SAC) Meetings provided a forum to inform families about the process and gather feedback from school stakeholders.  During the first meeting, families provided feedback about their priorities for the school. Families prioritized the following: (1) student achievement, (2) activities, (3) additional staffing. In the second meeting, families voiced specific preferences about how they wanted to see funding allocated towards these priorities. Families also discussed what they would like to see in each of the priority areas.<br><br>Family Conferences were opportunities to ensure that all families were able to contribute to the process. Each conference required staff to ask families about feedback for priorities moving forward. Families had an opportunity to provide feedback via conferences twice – winter and spring.<br><br>All families were given an EOY survey with feedback about strengths of the school and areas to prioritize moving forward. This feedback was also used to triangulate the data on LCAP priorities.<br><br>In the winter, staff were given the opportunity to provide feedback about LCAP priorities. A 90-mintue PD session was utilized to roll-out the process and expectations. The next month, a 60-minute PD session was used to provide options, based on |

| Involvement Process | Impact on LCAP |
|---|---|
| | earlier feedback and staff provided funding preferences. |
| | All stakeholder groups were given the opportunity for initial feedback, reflective feedback (to see where ideas were incorporated), and final representation of the information. This process was never more than 60-days apart, and typically in monthly intervals (families at SAC and at conferences; teachers in consecutive meetings; the public through the public board meetings). Data was provided to stakeholders in the following ways: summary student achievement data (could not be drilled down because of the size of the school making the data identifiable); financial data was also provided at SAC and at staff meetings. |
| | The LCAP was adjusted after each round of feedback – specifically about the percentage of dollars allocated for each of the major buckets. Specifically, more money was allocated towards increased teaching staff and taken from technology as a way to provide for RTI. |
| | 95% of families provided input into the process and 100% of staff provided input. This more then met the requirement for including a representative sample, per the statute. |

**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, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---|---|---|---|---|---|---|---|
| | Description of Goal | Applicable Pupil Subgroups (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: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| Goal 1: In order increase the percentage of students who are on track to graduate college and career ready, there is a | Goal 1: Increase percent of stakeholders who are trained in Common Core curriculum, instructional | All | LEA-wide | | 80% of staff, 10% of families, 75% leadership  **There is no state | 85% of staff, 15% of families, 100% leadership | 90% of staff, 25% of families, 100% leadership | Basic Services Implementation of State Standards; Course access; Student Achievement |

| 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, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---|---|---|---|---|---|---|---|
| | Description of Goal | Applicable Pupil Subgroups (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: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| **need to provide strong implementation of Common Core State Standards for all stakeholders:** 2013-14 Training Baseline Data: 75% of staff, 0% of families, 50% leadership  **\*\*There is no state achievement data yet, so not goals present. The assumption is that the increase in CCSS training for all stakeholders will lead to strong student achievement.** | **best practices, and assessment practices.**  Action 1.1 Provide trainings for families  Action 1.2: Provide professional development for staff  Action 1.3: Continue strong academic programs in literacy and math for students  Action 1.4: Maintain strong, | | | | **achievement data yet, so not goals present. The assumption is that the increase in CCSS training for all stakeholders will lead to strong student achievement. This will be the first year with achievement data.** | | | Other Student Outcomes |

| 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, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---|---|---|---|---|---|---|---|
| | Description of Goal | Applicable Pupil Subgroups (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: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| | clean, safe facilities for learning | | | | | | | |
| **Goal 2:**<br><br>**Bring to scale the successful stakeholder engagement for academic, social, and cultural opportunities through:**<br><br>Parent Resource Information<br><br>Parent/Teacher Conferences<br><br>Student Achievement Council | **Goal 2:**<br><br>**Family members will become more fully engaged as partners in the education of students at CCA.**<br><br>Capitol Collegiate is committed to finding opportunities to engage our families in the school through academic enrichment, social events, | All | LEA-wide | | Parent Resource Information: 10% use<br><br>Parent/Teacher Conferences : 95% participation<br><br>Student Achievement Council: minimum of 1 family per grade<br><br>STEP and CGI Academies: 5% participation | Parent Resource Information: 15% use<br><br>Parent/Teacher Conferences : 96% participation<br><br>Student Achievement Council: minimum of 2 families per grade<br><br>STEP and CGI Academies: 10% participation | Parent Resource Information: 20% use<br><br>Parent/Teacher Conferences : 97% participation<br><br>Student Achievement Council: minimum of 3 families per grade<br><br>STEP and CGI Academies: 15% participation | Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards |

| 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, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---|---|---|---|---|---|---|---|
| | Description of Goal | Applicable Pupil Subgroups (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: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| STEP and CGI Academies | culture-building, and resource connections. Our Operations Department will offer more classes that enable families to help their children succeed in school. School based LCFF funding augments ADA and grant funding to support programs that promote increased student achievement. | | | | | | | |

| 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, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---|---|---|---|---|---|---|---|
| | Description of Goal | Applicable Pupil Subgroups (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: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| **Goal 3: Recognizing the importance of technology for both testing and for 21st century learning, CCA is committed to increasing student access to technology in ELA, Math, and Electives.** | **Goal 3: Increase the percent of access to technology to aid student achievement.**<br><br>Action1:<br>For ELA, students will use technology to create presentations aligned to CCSS technology guidance.<br><br>Action 2:<br>For Math, students will use JiJi Math in a rotational program | All | LEA-wide | | | | | Student Achievement; Other Student Outcomes; Implementation of State Standards |

| 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, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
| | Description of Goal | Applicable Pupil Subgroups (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: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Action 3: Students will receive technology-specific instruction to ensure that students are able to manipulate and reflect their knowledge and skills in multiple and modern ways. | | | | | | | |

## 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 |
| **Goal 1: Increase percent of stakeholders who are trained in Common Core curriculum, instructional** | Basic Services Implementation of State Standards; Course access; Student Achievement Other Student Outcomes | **Goal 1: Increase percent of stakeholders who are trained in Common Core curriculum, instructional best practices, and assessment practices.**<br><br>Action 1.1 Provide trainings for families<br><br>Services:<br>1. Provide CCSS Workshops for families<br><br>Action 1.2: Provide professional development for staff | LEA-wide | | Office Support Staff (2200): $35,854 (General Fund/LCFF)<br><br>Professional Development (5863): $2,000 (General Fund/LCFF, Title II) | Office Support Staff (2200): $35,854 (General Fund/LCFF)<br><br>Professional Development (5863): $2,500 (General Fund/LCFF, Title II) | Office Support Staff (2200): $86,707 (General Fund/LCFF)<br><br>Professional Development (5863): $3,000 (General Fund/LCFF, Title II) |

| 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 |
| | | Services: 1. Provide curriculum development training as well as instructional support for teachers, at a minimum of 120 minutes per month of training for at least 8 months.

Action 1.3: Continue strong academic programs in literacy and math for students

Services: 1. Increase expanded learning opportunities through Afterschool program 2. Provide | | | Teacher Time (1100): $797,895 (General Fund/LCFF)




Leadership (2300, 2103): $243,595 (General Fund/LCFF, Title I)




Support staff (1148): $86,443 (General Fund/LCFF Title I) | Teacher Time (1100): $1,102,553 (General Fund/LCFF)




Leadership (2300, 2103): $274,191 (General Fund/LCFF Title I)




Support staff (1148): $102,632 (General Fund/LCFF Title I) | Teacher Time (1100): $1,351,560 (General Fund/LCFF)




Leadership (2300, 2103): $439,859 (General Fund/LCFF Title I)




Support staff (1148): $105,680 (General Fund/LCFF Title I) |

| 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 |
| | | instructional assistance and push-in support for all students<br>3. Maintain strong, clean, safe facilities for learning | | | Rent and Improvements (5615, 5515, 5510, 5610): $141,000 (General Fund/LCFF) | Rent and Improvements (5615, 5515, 5510, 5610): $151,000 (General Fund/LCFF) | Rent and Improvements (5615, 5515, 5510, 5610): $165,000 (General Fund/LCFF) |

| 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 |
| | | | | | | | |
| **Goal 2:**  **Family members will become more fully engaged as partners in the education of students at CCA.** | Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards | **Goal 2:**  **Family members will become more fully engaged as partners in the education of students at CCA.**  Capitol Collegiate is committed to finding opportunities to engage our families in the school through academic enrichment, social events, culture-building, and resource connections.  Services:  Our Operations Department will offer more classes | LEA-wide | | Materials and Supplies: $10,000 (General Fund/LCFF) | Materials and Supplies: $15,000 (General Fund/LCFF) | Materials and Supplies: $20,000 (General Fund/LCFF) |

| 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 |
| | | that enables families to help their children succeed in school. School based LCFF funding augments ADA and grant funding to support programs that promote increased student achievement. | | | | | |
| **Goal 3: Increase the percent of access to technology to aid student achievement.** | Student Achievement; Other Student Outcomes; Implementation of State Standards | **Goal 3: Increase the percent of access to technology to aid student achievement.** Action1: For ELA, students will use technology to create presentations aligned to CCSS technology guidance. | LEA-wide | | Technology Purchase: $15,000 (General Fund/LCFF) | Technology Purchase: $17,000 (General Fund/LCFF) | Technology Purchase: $17,000 (General Fund/LCFF) |

| Goal<br>(Include and identify all goals from Section 2) | Related State and Local Priorities<br>(from Section 2) | Actions and Services | Level of Service<br>(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<br>Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | Action 2:<br>For Math, students will use JiJi Math in a rotational program<br><br>Action 3:<br>Students will receive technology-specific instruction to ensure that students are able to manipulate and reflect their knowledge and skills in multiple and modern ways. | | | | | |
| | | | | | | | |

# 2014-15 Budget: Revenue Assumptions

## LCFF Calculation Review

| | | 2013-14 | 2014-15 |
|---|---|---|---|
| **"Base Grant"** | K-3 | $6,952 | $7,012 |
| | 4-6 | $7,056 | $7,117 |
| | 7-8 | $7,276 | $7,328 |
| | 9-12 | $8,419 | $8,491 |
| **"Grade Level Add-ons"** | K-3 | $723 | $729 |
| | 9-12 | $219 | $221 |
| **"Supplemental Grant"** | 20% of base grant for all unduplicated FRL/ELL/FY | | |
| **"Concentration Grant"** | 50% of base grant for all unduplicated FRL/ELL/FY above the 55% - capped at district unduplicated | | |

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: 20XX-XX | Year 2: 20XX-XX | Year 3: 20XX-XX |
| The percentage of students who demonstrate grade level proficiency in Math & ELA | Student Achievement; Parental Involvement; Implementation of CCSS; Basic Services; Student Engagement; Coarse Access; School Climate; Other Student Outcomes | For low income pupils: | LEA-Wide | | See above | See above | See above |
| The percentage of students who demonstrate grade level proficiency in Math & | Student Achievement; Parental Involvement; Implementation of CCSS; Basic Services; Student Engagement; | For English learners: | LEA-wide | | % of teacher, textbook and supplies to support Master Plan | % of teacher, textbook and supplies to support Master Plan | % of teacher, textbook and supplies to support Master Plan |

| 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: 20XX-XX | Year 2: 20XX-XX | Year 3: 20XX-XX |
| ELA | Coarse Access; School Climate; Other Student Outcomes | | | | | | |
| The percentage of students who demonstrate grade level proficiency in Math & ELA | Achievement; Parental Involvement; Implementation of CCSS; Basic Services; Student Engagement; Coarse Access; School Climate; Other Student Outcomes | For foster youth: | | | % of teacher, textbook and supplies to support Master Plan | % of teacher, textbook and supplies to support Master Plan | % of teacher, textbook and supplies to support Master Plan |
| The percentage of students who demonstrate grade level proficiency in Math & ELA | Achievement; Parental Involvement; Implementation of CCSS; Basic Services; Student Engagement; Coarse Access; School Climate; Other Student Outcomes | For redesignated fluent English proficient pupils: | | | % of teacher, textbook and supplies to support Master Plan | % of teacher, textbook and supplies to support Master Plan | % of teacher, textbook and supplies to support Master Plan |

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| 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: 20XX-XX | Year 2: 20XX-XX | Year 3: 20XX-XX |
| | | | | | | | |

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.)

Capitol Collegiate is working diligently to redesignate English Language Learners out of the English Language Development Program. In 2013-14 school year there were 25% of students who were designated EL Learners. Because CCA has not enrolled grades subject to state testing, there is no CST data available. On the literacy assessments and Terra Nova nationally normed assessment, ELLs achieved at the same high level as other subgroups – in the 90th percentile nationally. Given the demographic that surrounds CCA, it is expected that at we will always have a high population of English Learners.

For the last two school years we have implemented the use of data protocols on literacy assessments to monitor the mastery of ELD standards. Teachers have and will continue to receive professional development on the effective use of strategies to support proficiency for our ELL students. We are able to identify standards that students are not meeting goals through these protocols and plan for additional strategies and interventions for ELLs. This year interventions were provided at the start of the school year by teachers and instructional support staff in preparation of the annual CELDT with growth seen in many grade levels.

An increased focus will be placed on students at the Intermediate level to provide the necessary English language skills required to move up to English language proficiency as this is where our students are stalling. This will allow for more students to meet the criteria for reclassification.

***Improvement plan to raise academic achievement (school-wide low income, ELL, and Foster Youth plan):***

Challenges that CCA is facing lies in meeting the needs of all students at a time when we are continuing to grow as we ensure consistency of standards- based classroom instruction. Teachers have and are continuing to learn strategies and supports to address the various student needs. These supports include before and after school tutoring, in-class interventions during small group instruction time, parent meetings/workshops, and alignment with the afterschool programs at the school site.

To ensure the implementation of a rigorous, standards-based, and data-driven instructional program at CCA, the leadership uses non-negotiables, that are explicit and agreed upon expectations for teachers for planning, implementation of the Common Core State Standards, ELL supports, daily instruction, classroom management and environment, as well as common data/assessments to monitor students' progress

and instruction.

1. **Data Analysis**: STEP, Terra Nova, Unit assessments, weekly and bi-monthly assessments, target students, data-driven instruction, weekly strategy/action plans, data shared with parents and students, differentiated instruction based on student data and progress

2. **Intervention**: Additional 45-60 minute support blocks placing students in homogenous groups using CELDT, STEP, fluency, and reading comprehension assessments & providing modified lessons based on students' needs; before/after-school tutoring

3. **Staff collaboration**: 90 minutes for weekly grade level planning and data analysis meetings (Wednesday), over 15 hours of preparation and planning time each week; Student Success Team meetings; data articulation meetings with teachers and administrators; positive school culture; Professional Learning Communities

4. **High expectations for all students & accountability**: College driven, staff accountability, CCA classroom expectations, standards-based lessons, standards & objectives posted, classroom visits and feedback, effective use of instructional minutes, "no excuses" culture

5. **Leadership**: strong administrator visibility and support (walk-throughs and feedback/coaching); clear vision and staff norms; personal connections with staff, parents and students; team building and culture of trust; staff data meetings and dialogue through use of protocols; Professional Learning Communities

*Goals for English Learners:*

Goal #1: Implementation  CCA EL plan will be implemented during the 2013-2014 academic year. CCA will show evidence of academic achievement and the acquisition of English for EL students as measured by CELDT, State tests, curricular and local assessments.

Goal #2: Reclassify English Learners who meet established criteria; establish follow-up procedures to monitor and support reclassified fluent English proficient students (R-FEPs) as well as assure all ELs show yearly progress towards meeting the criteria to become English proficient.

Goal #3: Staff development and appropriate Instruction  ensure that students, including Special Education, receive appropriate instruction and assist staff in the implementation of EL teaching strategies through a staff development plan based on identified student needs with differentiated instructional strategies.

Goal #4: Parent Involvement - parents will gain increased knowledge of language and policies related to the support of ELs as well as opportunities and strategies to assist in their own language development and those of their children. Continue to implement an English Learner

Advisory Committee (ELAC) through the Student Achievement Council (SAC).

Goal #5: Monitoring Plan & Staff development - develop a monitoring evaluation plan for determining program effectiveness for English Learners; monitor growth and use data to improve programs (CELDT, SBAC, district and local assessments) including the use of OARS (Online Assessment Reporting System).

CCA will ensure EL students continue to progress toward meeting ELD and content standards, via scaffolded content instruction. CCA will also ensure RFEP students' linguistic and academic skills are comparable to those of native English-proficient peers. This program is appropriate for ELs at all levels.

- Access to instruction in all curricular areas aligned to content standards through use of learning centers, vocabulary enrichment activities

- Standards-based instruction in all curricular areas

- Differentiated instruction in reading, writing, math, science and social science, delivered through specially designed academic

The success of ELs and former ELs, students who have been reclassified to fluent-English-proficient (RFEP) status, is one of the highest priorities for CCA. CCA is committed to providing the highest quality educational programs and services that are soundly based in current  research evidence. At CCA, instructional plans for English Learners are based on sound educational theory, are adequately supported with trained teachers and appropriate materials; and are periodically evaluated to make sure the program is successful, and modified when the program is not successful.

*Professional Development*:  Additionally, the faculty at CCA views staff development days as an opportunity to discuss student progress and collectively make instructional decisions. Assessment data gathered provokes self-reflection and modifications to the professional development plan.

Areas of PD identified by administrator and teachers to support students' academic achievement especially for ELs:

- Narrative, and opinion pieces; development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills

- Guided Reading - creates a balanced literacy program based on guided reading and supported by read aloud, shared reading, interactive writing, and other approaches  ⬚ Writing – use of the writing lessons in Imagine It!, and supplement as needed to **provide research-validated, hands-on, multisensory writing strategies** and writing activities that help students become proficient in the areas

of informational/explanatory, narrative writing and personal  ⬚ enVision  and Investigations Math – additional PD opportunities including classroom visits/lesson modeling by consultant; creation of periodic benchmark assessments in addition to weekly/unit assessments currently being implemented

To successfully provide students with quality instruction in the elementary system and prepare them for middle school, CCA will:

1. Apply guiding principles and values to create and sustain a highly supportive educational environment that provides students, parents, and community with high expectations of personal achievement and active learning experiences.

2. Monitor all students, including English learners, to assure academic proficiency on the SBAC by 5$^{th}$ grade.

3. Monitor and promote a healthy school culture to maximize student learning, staff satisfaction, parent engagement, community support.

CCA has notably been successful in creating a welcoming and safe school environment for the majority of our students and families. Many parents choose our school due to the instructional programs and the safety and security that are provided to all students and staff. As our school continues to strive for excellence, we will ensure that students and parents have strong relationships with our staff and open communication to help all students achieve academically and socially. The staff nurtures our students' voices to build a sense of belonging and agency in fulfillment of our school charter.

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.

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.