

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

LEA: Aptitud at Goss Contact (Name, Title, Email, Phone Number):_Natasha Wexler, Principal, natasha.wexler@arUSD.org, 408-928-7656 LCAP Year: 2014-15

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>Aptitud Community Academy at Goss began to have Local Control Accountability Plan meetings in March 2014 to involve community stakeholders in order; to learn how we could better serve the Capitol Park Neighborhood and students we serve. During Principal Coffees, Advisory Board, and Student Site Council meetings time was dedicated and spent-regarding the Local Control Funding Formula (LCFF) and the development of the Local Control Accountability Plan (LCAP). This process has been essential in gathering important insight regarding our needs as a school in order to ensure that we are providing the services and support systems that will enable all of our students to be successful.</p>	<p>These are the trends that emerged from the various stakeholder input sessions as well as surveys :</p> <p>Conditions of Learning</p> <ul style="list-style-type: none"> • Professional Development for Common Core and Guided Language Acquisition for teachers • Extended school day • Extended year for teachers professional development • Additional minimum days so teachers can conference with parents during mid-year report cards • More collaboration time • More communication with parents about changes in Instruction/Curriculum • Additional curriculum involving nutrition and health • Positive school culture programs • More supervision at the schools • Counseling resources • Clean schools and bathrooms • Higher, secure fences • Crossing guards <p>Student Outcomes</p> <ul style="list-style-type: none"> • More technology: hardware, software, etc. – opportunities to use both at school and at home. • Additional academic support for students (interventions) • Extended day Kindergarten • Parent trainings on what students are learning • Professional development for teachers to support (CCSS,

Involvement Process	Impact on LCAP
	<p>ELs, at-risk students, etc.)</p> <ul style="list-style-type: none"> • Academic Field Trips <p>Engagement</p> <ul style="list-style-type: none"> • Communication structures: Parent phone trees, e-mail, translators/interpreters, community liaison, more parent meetings. • Training for both parents and teachers on how to best work together • More parent trainings (ESL, CCSS, at-risk students, etc.) • More social events, recognitions, celebrations, etc. • Extracurricular activities for students • More technology • Rewards/recognition for student attendance <p>Out of the input from parents, staff, and data, Aptitud will focus on:</p> <ul style="list-style-type: none"> • Effectively transitioning to the common core through professional development, professional learning communities, and collaboration time • Provide support for English Language Learners by professional development, professional learning communities, and collaboration time. • Provide targeted, Common Core Standards Based intervention for at-risk students through personalized instruction, an extended school day, and collaboration time. • Provide a positive school climate by implementing positive school climate program and student recognition. • Ensure all decisions are aligned to Aptitud’s charter petition by communicating with the advisory board, community, and staff.

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	
Need: All students to be proficient in both English Language Arts (ELA) and Math Grade Level Common Core	1. Effectively transition to Common Core State Standards so students have the skills and resources needed to	All	Aptitud @ Goss		60% of students, measured by SBAC Assessment, will reach proficiency.	65% of students, measured by SBAC Assessment, will reach proficiency.	70% of students, measured by SBAC Assessment, will reach proficiency.	Priority 2 Implementation of State Standards Priority 4 Pupil Achievement

<p>State Standards (CCSS).</p> <p>Metrics to measure student outcome: DIBELS, District ELA and Math CCSS benchmarks. Grade level weekly CCSS assessments, and Mid-Year & End of Year Smarter Balanced Assessments.</p> <p>Metrics to measure impact on student learning: SBAC Assessments (Interim & EOY); DIBELS; Classroom Walk-Throughs; ongoing CCSS Formative Assessments</p>	<p>support becoming proficient 21st century learners.</p>							<p>Priority 3 Parental Involvement</p> <p>Priority 7 Course Access</p>
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<p>Need: Given that there are #% English learners at Aptitud we will focus our attention on how to effectively support English learners by implementing Guided Language Acquisition Development (GLAD) strategies in all classrooms.</p> <p>Metrics: CELDT, ELLA (Benchmark Assessment), SBAC Assessments, Classroom Walk-throughs, Staff Surveys</p>	<p>2. Provide support for English learners so that they reach grade level proficiency and English language proficiency.</p>	<p>All</p>	<p>Aptitud @ Goss</p>		<p>80% of staff will participate in GLAD professional development.</p> <p>80% of classrooms visited will demonstrate evidence of GLAD strategies throughout the day.</p> <p>Establish baseline for English learner proficiency as measured by SBAC Assessment.</p> <p>65% of English learners will advance one language proficiency level, as measured by CELDT.</p> <p>30% of English</p>	<p>90% of staff will participate in GLAD professional development.</p> <p>90% of classrooms visited will demonstrate evidence of GLAD strategies throughout the day.</p> <p>Increase English learner proficiency on SBAC Assessment by 10%.</p> <p>70% of English learners will advance one language proficiency level, as measured by CELDT.</p> <p>35% of English</p>	<p>100% of staff will participate in GLAD professional development.</p> <p>100% of classrooms visited will demonstrate evidence of GLAD strategies throughout the day.</p> <p>Increase English learner proficiency on SBAC Assessment by 10%.</p> <p>75% of English learners will advance one language proficiency level, as measured by CELDT.</p> <p>40% of English</p>	<p>Priority 4 Pupil Achievement</p> <p>Priority 2 Implementation of State Standards</p> <p>Priority 8 Other Pupil Outcomes</p> <p>Priority 3 Parent Involvement</p> <p>Priority 7 Course Access</p>
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					<p>learners in cohort 1 will reach English proficiency, as measured by CELDT.</p> <p>53% of English learners in cohort 2 will reach English proficiency, as measured by CELDT.</p>	<p>learners in cohort 1 will reach English proficiency, as measured by CELDT.</p> <p>58% of English learners in cohort 2 will reach English proficiency, as measured by CELDT.</p>	<p>learners in cohort 1 will reach English proficiency, as measured by CELDT.</p> <p>63% of English learners in cohort 2 will reach English proficiency, as measured by CELDT.</p>	
<p>Need: 49% of students are below grade in ELA and 43% of students are below grade level in math (according to 2013 STAR data), therefore requiring the district to ensure that we are providing instruction and additional support that meets students' academic needs.</p>	<p>3. Provide support for students who are below grade level or at-risk so that they make accelerated progress towards grade level proficiency.</p>	<p>Aptitud pupils are eligible for free meals, English learners, pupils with disabilities, and foster youth.</p>	<p>All</p>		<p>80% of staff agree/strongly agree that PD/PLCs support their work with at-risk students.</p> <p>90% of classrooms visited demonstrate evidence of differentiation for at-risk students.</p> <p>Establish baseline for student proficiency as measured by SBAC.</p>	<p>90% of staff agree/strongly agree that PD/PLCs support their work with at-risk students.</p> <p>100% of classrooms visited demonstrate evidence of differentiation for at-risk students.</p> <p>Decrease percentage of students at-risk by 10% of previous year, as measured on SBAC.</p>	<p>100% of staff agree/strongly agree that PD/PLCs support their work with at-risk students.</p> <p>Decrease percentage of students at-risk by 10% of previous year, as measured on SBAC.</p>	<p>Priority 4 Pupil Achievement</p> <p>Priority 5 Pupil Engagement</p> <p>Priority 3 Parent Involvement</p>

<p>Metric: DIBELS, SBAC Assessments, CCSS formative assessments, classroom walk-throughs, staff surveys</p>					<p>Demonstrate 1.5 years growth in reading, as measured by SBAC.</p>	<p>Demonstrate 1.5 years growth in reading, as measured by SBAC.</p>	<p>Demonstrate 1.5 years growth in reading, as measured by SBAC.</p>	
<p>Need: In order to effectively support students academically, we must establish an environment where their social and emotional needs are being met. In addition, we must ensure that students are present regularly to engage in learning. Currently, our average daily attendance is 96.5%/year, second to last in Santa Clara County.</p>	<p>4. Establish a positive school culture/climate.</p>	<p>All (school-level, student-level, ethnic subgroups, pupils eligible for free meals, English learners, pupils with disabilities, and foster youth).</p>	<p>All</p>		<p>Attain 97% Average Daily Attendance Rate. Decrease suspension rate by 10%. 80% of schools have implemented a Positive Behavior Intervention System. Survey responses from staff, parents, and students will indicate that 80% feel safe and welcomed within their schools.</p>	<p>Attain 97.5% Average Daily Attendance Rate. Decrease suspension rate by 10%. 90% of schools have implemented a Positive Behavior Intervention System. Survey responses from staff, parents, and students will indicate that 90% feel safe and welcomed within their schools.</p>	<p>Attain 98% Average Daily Attendance Rate. Decrease suspension rate by 10%. 100% of schools have implemented a Positive Behavior Intervention System. Survey responses from staff, parents, and students will indicate that 100% feel safe and welcomed within their schools.</p>	<p>Priority 6 School Climate Priority 1 Basic Priority 8 Other Pupil Outcomes Priority 5 Pupil Engagement Priority 3 Parental Involvement</p>

<p>Metric: Attendance, Suspension, Positive Behavior Intervention System data, Surveys (Staff, Parents, Students), Safety Inspections</p>					<p>Survey responses from staff, parents, and students will indicate that 80% consider their schools to be safe, clean, and in good repair.</p>	<p>Survey responses from staff, parents, and students will indicate that 90% consider their schools to be safe, clean, and in good repair.</p>	<p>Survey responses from staff, parents, and students will indicate that 100% consider their schools to be safe, clean, and in good repair.</p>	
<p>Need: In order to effectively meet ALL students' needs at Aptitud staff must engage in ongoing, aligned professional learning and collaboration.</p> <p>Metric: Staff surveys, PD participation logs, PD/PLC Evaluations, School & District</p>	<p>5. Provide ongoing, aligned professional development and collaborative opportunities for school staff, to ensure the academic success of all students.</p>	<p>All (school-level, student-level, ethnic subgroups, pupils eligible for free and reduced meals, English learners, pupils with disabilities, and foster youth).</p>	<p>All</p>		<p>95% of certificated staff participates in a professional learning community.</p> <p>80% of professional development evaluations will indicate that participants agree/strongly agree that the professional development supports them in strengthening</p>	<p>100% of certificated staff participate in a professional learning community.</p> <p>90% of professional development evaluations will indicate that participants agree/strongly agree that the professional development supports them in strengthening</p>	<p>100% of certificated staff participate in a professional learning community.</p> <p>100% of professional development evaluations will indicate that participants agree/strongly agree that the professional development supports them in strengthening</p>	<p>Priority 2 Implementation of State Standards</p> <p>Priority 4 Pupil Achievement</p> <p>Priority 7 Course Access</p> <p>Priority 8 Other Pupil Outcomes</p> <p>Priority 1 Basic</p>

Transformation Results, classroom walk-throughs					their instructional practices. 100% of classrooms will be covered by a qualified substitute during professional development days.	their instructional practices.	their instructional practices.	
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Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals 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: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
1 .Effectively transition to Common Core State Standards to ensure staff	Priority 1 Basic Priority 6 School Climate	-Increase professional development for staff (Common Core training, ELD/GLAD Strategies,	School-wide		LCFF \$30,000.00 Extended year (5 days planning and training)	LCFF \$30,000.00 Extended year (5 days planning and training)	LCFF \$30,000.00 Extended year (5 days planning and training)

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: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
and parents have the skills and resources needed to support students in becoming proficient 21 st century learners.		Technology training, Professional Learning Communities). -Curriculum aligned to CCSS -Technology support for students (laptops and promethean boards for teacher and student use, and computer-based programs). -Parent and student engagement support (community outreach).			\$15,300.00 Title I: \$3,000.00 Title III: \$3,000.00 LCFF: \$9,300.00 Teacher Collaboration Release Days	\$17,100.00 Title I: \$3,000.00 Title III: \$3,000.00 LCFF: \$9,300.00 Teacher Collaboration Release Days	\$18,900.00 Title I: \$3,000.00 Title III: \$3,000.00 LCFF: \$9,300.00 Teacher Collaboration Release Days
					\$16,247.00 Title 1: \$7,500.00 LCFF: \$8,747.00 Technology support for students	\$16,247.00 Title 1: \$7,500.00 LCFF: \$8,747.00 Technology support for students	\$16,247.00 Title 1: \$7,500.00 LCFF: \$8,747.00 Technology support for students
					\$7,000.00 LCFF: \$7,000.00 Science Enrichment	\$7,000.00 LCFF: \$7,000.00 Science Enrichment	\$7,000.00 LCFF: \$7,000.00 Science Enrichment
					LCFF \$16,000 Additional technology	LCFF \$16,000 Additional technology	LCFF \$16,000 Additional technology

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: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
					support district	support district	support district
2. Provide support for English Learners to ensure they reach grade level proficiency and English Language proficiency	Priority 4 Pupil Achievement Priority 5 Pupil Engagement Priority 2 Implementation of State Standards	-Increase professional development for all teachers to understand new ELD standards and how to best support EL students -Provide curriculum and assessment resources -Intervention and small group instruction	School-wide		\$Not accounted Title III ELD Professional Development \$2,500.00 Title III: \$3,500.00 Small group instruction copy cost \$15,316.00 Title I: \$2,853.00 Title III: \$7,693.00 LCFF: \$4,770.00 Extended Duty Pay to provide intervention small groups and instruction	\$Not accounted Title III ELD Professional Development \$2,500.00 Title III: \$3,500.00 Small group instruction copy cost \$15,316.00 Title I: \$2,853.00 Title III: \$7,693.00 LCFF: \$4,770.00 Extended Duty Pay to provide intervention small groups and instruction	\$Not accounted Title III ELD Professional Development \$2,500.00 Title III: \$3,500.00 Small group instruction copy cost \$15,316.00 Title I: \$2,853.00 Title III: \$7,693.00 LCFF: \$4,770.00 Extended Duty Pay to provide intervention small groups and instruction

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: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
3. Provide support for students who are below grade level or at-risk so that they make accelerated progress towards grade level proficiency	Priority 2 Implementation of State Standards Priority 4 Pupil Achievement Priority 5 Pupil Engagement	-Extended learning time to support students in reaching grade level standards (interventions and tutoring support). -Counseling support Intervention support for students during the summer	School-wide LEA-wide		<p>LCFF \$82,000 Extended Day for targeted interventions</p> <p>\$No Cost Tutoring</p> <p>\$No Cost Counseling</p> <p>\$No Cost Summer School</p> <p>\$22,000.00 Full day kinder</p>	<p>LCFF \$82,000 Extended Day for targeted interventions</p> <p>\$No Cost Tutoring</p> <p>\$No Cost Counseling</p> <p>\$No Cost Summer School</p> <p>\$22,000.00 Full day kinder</p>	<p>LCFF \$82,000 Extended Day for targeted interventions</p> <p>\$No Cost Tutoring</p> <p>\$No Cost Counseling</p> <p>\$No Cost Summer School</p> <p>\$22,000.00 Full day kinder</p>
4. Provide a positive school climate .	Priority 1 Basic Priority 2 Implementation of State Standards Priority 4 Pupil Achievement Priority 5 Pupil Engagement Priority 6 School Climate	-Positive school culture programs and support systems (Peacebuilder program implementation). - Enrichment opportunities for students (i.e., music, health goals, nutrition classes).	School-wide		<p>\$30,000.00 Title I: \$30,000.00 Contracted Services (Playworks)</p> <p>\$4,000.00 Title I: \$2,000.00 Title III: \$2,000.00</p>	<p>\$30,000.00 Title I: \$30,000.00 Contracted Services (Playworks)</p> <p>\$4,000.00 Title I: \$2,000.00 Title III:</p>	<p>\$30,000.00 Title I: \$30,000.00 Contracted Services (Playworks)</p> <p>\$4,000.00 Title I: \$2,000.00 Title III:</p>

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: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
		-support for improved communication(increase translation services) -Additional support to maintain a clean, orderly environment			Student Recognition & enrichment \$No Cost Nutrition Classes & Hands on Science Lessons in Garden LCFF \$31,530.00 Music Program	\$2,000.00 Student Recognition & enrichment \$No Cost Nutrition Classes & Hands on Science Lessons in Garden LCFF \$31,530.00 Music Program	\$2,000.00 Student Recognition & enrichment \$No Cost Nutrition Classes & Hands on Science Lessons in Garden LCFF \$31,530.00 Music Program
					LCFF Library Assistant \$20,000.00	LCFF Library Assistant \$20,000.00	LCFF Library Assistant \$20,000.00
					LCFF 21,000.00 Health Assistant	LCFF 21,000.00 Health Assistant	LCFF 21,000.00 Health Assistant

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: 2015-16	Year 3: 2016-17
<p>1. Effectively transitions to Common Core State Standards to ensure staff and parents have the skills and resources needed to support students in becoming proficient 21st century learners.</p> <p>2. Provide support for English Learners so</p>	<i>Priority 1- Basic</i>	-Provide students with a afterschool programs, interventions, to ensure their academic success	LEA-wide		\$No additional cost ELD Professional Development	\$No additional cost ELD Professional Development	\$No additional cost ELD Professional Development
	<i>Priority 2 – Implementation of State Standards</i>						
	<i>Priority 3 – Parent Engagement</i>	-Provide Parent trainings on the progress of their EL students and the new Common Core State Standards			\$No additional cost Small group instruction copy cost	\$No additional cost Small group instruction copy cost	\$No additional cost Small group instruction copy cost
	<i>Priority 4 – Pupil Achievement</i>						
	<i>Priority 5 – Pupil Engagement</i>	For English learners: -Ensure best practices for teaching English Language			\$No additional cost Extended Duty Pay to provide intervention small groups and instruction	\$No additional cost Extended Duty Pay to provide intervention small groups and instruction	\$No additional cost Extended Duty Pay to provide intervention small groups and instruction
	<i>Priority 6 – School Climate</i>						

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: 204-15	Year 2: 2015-16	Year 3: 2016-17
that they reach grade level proficiency and English Language proficiency. 3. Provide support for students who are below grade level or at-risk so that they make accelerated progress towards grade level proficiency 4. Provide a positive school climate where physical and emotional conditions exist for an effective	<p><i>Priority 7 – Course Access</i></p> <p><i>Priority 8- Other Pupil Outcomes</i></p>	<p>Development by providing training and support for teachers</p> <p>-Use GLAD strategies and cross curricular units</p> <p>For foster youth: -Provide students with a afterschool programs, interventions, summer program, to ensure their academic success</p> <p>-Support staffin the implementation of the Peacebuilder, positive behavior support programs to ensure their academic success</p> <p>For re-designated fluent English</p>			<p>\$No additional cost Extended Day for targeted interventions</p>	<p>\$No additional cost Extended Day for targeted interventions</p>	<p>\$No additional cost Extended Day for targeted interventions</p>

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: 204-15	Year 2: 2015-16	Year 3: 2016-17
learning environment. 5. Provide on-going, aligned (to Charter Petition and district goals) professional development and collaborative opportunities for staff, to ensure the academic success of all students.		<p>proficient pupils:</p> <ul style="list-style-type: none"> -Ensure best practices for teaching English Language Development by providing training and support for teachers -Provide students with a afterschool programs, interventions, to ensure their academic success 					

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.)

Aptitud Community Academy at Goss will receive **\$252,348.00** in Supplemental Local Control Formula Funds beginning in 2014-15. These funds are calculated based on the number of English learners, students identified as low income, and foster youth. Aptitud will offer an extended day to provide additional support for at-risk students, professional development for teachers , a positive school climate programs, and support for English language learners by providing extended learning time and professional development for teachers.

- 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.

Alum Rock Unified School District – Proportionality Calculation

	2013-14	2014-15	2015-16	2016-17
Total Estimated LCFF Funding		2,788,646	2,772,284	2,759,542
Estimated Base Grant	N/A	2,536,298	2,701,446	2,681,150
Total Estimated Supplemental Grants	N/A	252,348	70,838	78,392
Proportional Increase or improvement in services for low income/English learner/foster youth pupils as compared to the services provided to all pupils in that fiscal year	N/A	9.95%	2.62%	2.92%

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.