

Introduction:

LEA: Cornerstone Academy Preparatory School

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LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>The LEA held a meeting for all stakeholders at the school site after school. Flyers in three languages (English, Spanish, and Vietnamese) were distributed at the school site. The school director also notified teachers and other staff via email, announcements, social media posts, and flyers of the meeting and requested that they be present to provide input for the plan.</p> <p>Stakeholders were asked for input on a series of draft goals as related to the state priorities. The large group broke into three subgroups to more deeply analyze the priorities, the goals under each priority, and the rationale and data supporting these goals.</p>	<p>Feedback from stakeholders had a great impact on the LCAP. As a result of the initial feedback, we made changes to several goals to be more inclusive of all students as well as focus in on writing as a part of our "student outcomes" goals. Powerful feedback on strategies was also presented – parents encouraged us to think through strategies that would maximize involvement of stakeholders in the implementation of our key goals. They also asked us to be thoughtful about how we prioritized our goals as an organization.</p>

<p>After this first round of feedback, surveys were also distributed to stakeholders after the meeting to solicit input on the changes. Changes were made to some of the goals after reviewing parent feedback. The revised goals were shared with the Board of Directors at the June meeting and were approved.</p>	<p>Overall, parents and teachers felt positive about the school's ongoing focus on providing college prep academics for all students. Staff retention, technology implementation, and parent education were also deemed valuable priorities for the school to devote more time and resources to over the next few years. We were pleased to see a great deal of alignment between the stakeholder groups in what was desired for our school.</p>
<p>Annual Update: The same process as the previous year was followed, with an invitation to all stakeholders to attend the meeting and complete the survey. During the meeting, an update was given on previous goals and staff provided feedback on the process of implementation. Suggestions were made to combine the goals in a more streamlined manner and provide more clarity on outcomes.</p>	<p>Annual Update: Feedback during the stakeholders meeting focused on supporting families in conjunction with the goals. For example, how to increase access to classroom content and how to incentivize the behaviors that will lead to positive outcomes. Staff heard the feedback and has incorporated it into this plan.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure.

Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

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

GOAL: Increase academic performance of all students in all statistically relevant subgroups

Related State and/or Local Priorities:

1__ 2_X 3__ 4_X 5__ 6__ 7__

8_ X

COE only: 9__ 10__

Local : Specify _____

Identified Need : More equitable performance across all subgroups, in particular historically underperforming subgroups

Goal Applies to: Schools: Cornerstone Academy Preparatory School

Applicable Pupil Subgroups: ELL, Low Income Pupils, Latino Students

LCAP Year 1: 2015-16Expected Annual
Measurable
Outcomes:**ELL**

- Increase the percentage of ELLs who are proficient and above in English Language Arts and Math by 5% on the CAASPP from the previous year
- Increase the percentage of ELLs who are above the national mean on the NWEA MAP ELA and Math assessment from the previous year
- Increase the percentage of ELLs meeting CELDT (or equivalent assessment) performance expectations by 5% (does not include RFEP students) from the previous year

Low Income Pupils

- Increase the percentage of Low Income Pupils who are proficient and above in English Language Arts and Math by 5% on the CAASPP from the previous year
- Increase the percentage of Low Income Pupils who are above the national mean on the NWEA MAP ELA and Math assessment from the previous year

Latino Students

- Increase the percentage of Latino Students who are proficient and above in English Language Arts and Math by 5% on the CAASPP from the previous year
- Increase the percentage of Latino Students who are above the national mean on the NWEA MAP ELA and Math assessment from the previous year

Actions/Services

Scope of
Service

Pupils to be served within identified scope of service

Budgeted
Expenditures

- Continued implementation and evaluation of the SIOP model – a research-based approach for serving ELLs

School-
wideX ALL

OR:

___Low Income pupils ___English Learners

___Foster Youth ___Redesignated fluent English proficient

___Other Subgroups:(Specify)_____

30,000

<ul style="list-style-type: none"> Training on GLAD/SDAIE strategies to ensure all staff are able to make content accessible for ELLs and other students 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	20,000
<ul style="list-style-type: none"> Continued development and execution of RTI model to ensure all students received tiered intervention services 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	20,000
<ul style="list-style-type: none"> Early intervention for struggling readers using a research-based reading intervention program 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	20,000
<ul style="list-style-type: none"> Parent outreach systems to ensure families have the tools, resources, and information they need to support their scholars academically (access to internet and technology, classroom content, parent education classes) 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	20,000
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	ELL <ul style="list-style-type: none"> Increase the percentage of ELLs who are proficient and above in English Language Arts and Math by 5% on the CAASPP from the previous year Increase the percentage of ELLs who are above the national mean on the NWEA MAP ELA and Math assessment from the previous year Increase the percentage of ELLs meeting CELDT (or equivalent assessment) performance expectations by 5% (does not include RFEP students) from the previous year 		

Low Income Pupils

- Increase the percentage of Low Income Pupils who are proficient and above in English Language Arts and Math by 5% on the CAASPP from the previous year
- Increase the percentage of Low Income Pupils who are above the national mean on the NWEA MAP ELA and Math assessment from the previous year

Latino Students

- Increase the percentage of Latino Students who are proficient and above in English Language Arts and Math by 5% on the CAASPP from the previous year
- Increase the percentage of Latino Students who are above the national mean on the NWEA MAP ELA and Math assessment from the previous year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Continued implementation and evaluation of the SIOP model – a research-based approach for serving ELLs	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	30,000
• Training on GLAD/SDAIE strategies to ensure all staff are able to make content accessible for ELLs and other students	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	20,000
• Continued development and execution of RTI model to ensure all students received tiered intervention services	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	20,000
• Early intervention for struggling readers using a research-based reading intervention program	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	20,000

		__Other Subgroups: (Specify)_____	
<ul style="list-style-type: none"> Training on GLAD/SDAIE strategies to ensure all staff are able to make content accessible for ELLs and other students 	School-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	20,000
<ul style="list-style-type: none"> Continued development and execution of RTI model to ensure all students received tiered intervention services 	School-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	20,000
<ul style="list-style-type: none"> Early intervention for struggling readers using a research-based reading intervention program 	School-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	20,000
<ul style="list-style-type: none"> Parent outreach systems to ensure families have the tools, resources, and information they need to support their scholars academically (access to internet and technology, classroom content, parent education classes) 	School-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	20,000

GOAL: Improve the overall school attendance of all scholars

Related State and/or Local Priorities:
1__ 2__ 3_X 4__ 5_X 6_X 7__
8__
COE only: 9__ 10__
Local : Specify _____

Identified Need :	Strong correlation between school attendance and academic success		
Goal Applies to:	Schools:	Cornerstone Academy Preparatory School	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Minimum attendance rate of 96% school-wide • Increase in percentage of students attending 173-180 days in the school year • Decrease in percentage of students with more than 10% tardies (out of 180 days) 		
Actions/Services		Scope of Service	Budgeted Expenditures
<ul style="list-style-type: none"> • Hire and train a Dean of School Culture who will monitor student attendance as one aspect of their role • Evaluate results 		School-wide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	80,000
<ul style="list-style-type: none"> • Create an attendance intervention program to support families with chronic attendance issues which will include outreach and support • Evaluate results 		School-wide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	25,000
<ul style="list-style-type: none"> • Create school-wide attendance incentive programs to recognize strong attendance and encourage improvement • Evaluate results 		School-wide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	10,000
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Minimum attendance rate of 96.5% school-wide • Increase in percentage of students attending 173-180 days in the school year from previous year • Decrease in percentage of students with more than 10% tardies (out of 180 days) from previous year 		
Actions/Services		Scope of Service	Budgeted Expenditures

<ul style="list-style-type: none"> Employ a Dean of School Culture who will monitor student attendance as one aspect of their role Evaluate results 	School-wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	80,000
<ul style="list-style-type: none"> Offer attendance intervention program to support families with chronic attendance issues which will include outreach and support Evaluate results 	School-wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	25,000
<ul style="list-style-type: none"> Offer school-wide attendance incentive programs to recognize strong attendance and encourage improvement Evaluate results 	School-wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	10,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Minimum attendance rate of 96% school-wide Increase in percentage of students attending 173-180 days in the school year from previous year Decrease in percentage of students with more than 10% tardies (out of 180 days) from previous year 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Employ a Dean of School Culture who will monitor student attendance as one aspect of their role Evaluate results 	School-wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	80,000
<ul style="list-style-type: none"> Offer attendance intervention program to support families with chronic attendance issues which will include outreach and support 	School-wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	25,000

<ul style="list-style-type: none"> Evaluate results 			
<ul style="list-style-type: none"> Offer school-wide attendance incentive programs to recognize strong attendance and encourage improvement 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	10,000

GOAL:	Increase parent engagement and involvement in the school		Related State and/or Local Priorities: 1__ 2__ 3_ <input checked="" type="checkbox"/> 4__ 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Parent involvement in school is essential for improved outcomes and strong student engagement		
Goal Applies to:	Schools:	Cornerstone Academy Preparatory School	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The percentage of families volunteering in the school will increase by 5% from the previous year The percentage of families completing the annual family survey will increase by 5% from the previous year 		
	Actions/Services	Scope of Service	Budgeted Expenditures
	<ul style="list-style-type: none"> Create a family outreach plan to inform families how they can get involved in the school, log their volunteer efforts, and provide them with the most up to date information about school events Evaluate results 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
	<ul style="list-style-type: none"> Create a campaign around the annual family survey to ensure all families are aware and have the ability to take the 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners

<ul style="list-style-type: none"> survey (online or paper) Evaluate results Ensure the survey is translated into multiple languages representative of our student body 		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<ul style="list-style-type: none"> Continue the Latino Literacy Project program to engage families Evaluate results 	School-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Latino</u>	10,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The percentage of families volunteering in the school will increase by 5% from the previous year The percentage of families completing the annual family survey will increase by 5% from the previous year 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Create a family outreach plan to inform families how they can get involved in the school, log their volunteer efforts, and provide them with the most up to date information about school events Evaluate results 	School-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	40,000
<ul style="list-style-type: none"> Create a campaign around the annual family survey to ensure all families are aware and have the ability to take the survey (online or paper) Evaluate results Ensure the survey is translated into multiple languages representative of our student body 	School-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	20,000
<ul style="list-style-type: none"> Continue the Latino Literacy Project 	School-	<u>X</u> ALL	10,000

<ul style="list-style-type: none"> program to engage families Evaluate results 	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The percentage of families volunteering in the school will increase by 5% from the previous year The percentage of families completing the annual family survey will increase by 5% from the previous year 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Create a family outreach plan to inform families how they can get involved in the school, log their volunteer efforts, and provide them with the most up to date information about school events Evaluate results 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	40,000
<ul style="list-style-type: none"> Create a campaign around the annual family survey to ensure all families are aware and have the ability to take the survey (online or paper) Evaluate results Ensure the survey is translated into multiple languages representative of our student body 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	20,000
<ul style="list-style-type: none"> Continue the Latino Literacy Project program to engage families Evaluate results 	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	10,000

GOAL:	Attract, hire, develop, and retain an excellent teaching staff		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Excellent teachers are essential for the school to fulfill its mission			
Goal Applies to:	Schools:	Cornerstone Academy Preparatory School		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 90% of teachers will have the appropriate credential for their placement 100% of teachers will receive instructional coaching and professional development Increase the average length of stay for the teaching staff from the previous year 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Utilize a collaborative hiring process including parents and current staff to hire for key positions at the school and to ensure mission-fit of new staff Evaluate results 		School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	25,000
<ul style="list-style-type: none"> Provide coaching and professional development for all teachers and support staff on the CCSS and effective instruction 		School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	200,000
<ul style="list-style-type: none"> Conduct an annual staff survey to assess staff satisfaction Conduct regular check-ins with staff to gather feedback 		School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	50,000
<ul style="list-style-type: none"> Conduct annual review of the teacher 		School-	<input checked="" type="checkbox"/> ALL	15,000

salary schedule and update as needed to ensure salaries are competitive	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 95% of teachers will have the appropriate credential for their placement 100% of teachers will receive instructional coaching and professional development Increase the average length of stay for the teaching staff from the previous year 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Utilize a collaborative hiring process to hire for key positions at the school and to ensure mission-fit of new staff Evaluate results 	School-wide	<input checked="" type="checkbox"/> ALL	25,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<ul style="list-style-type: none"> Provide coaching and professional development for all teachers and support staff on the CCSS and effective instruction 	School-wide	<input checked="" type="checkbox"/> ALL	200,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<ul style="list-style-type: none"> Conduct an annual staff survey to assess staff satisfaction Conduct regular check-ins with staff to gather feedback 	School-wide	<input checked="" type="checkbox"/> ALL	50,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<ul style="list-style-type: none"> Conduct annual review of the teacher salary schedule and update as needed to ensure salaries are competitive 	School-wide	<input checked="" type="checkbox"/> ALL	15,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% of teachers will have the appropriate credential for their placement • 100% of teachers will receive instructional coaching and professional development • Increase the average length of stay for the teaching staff from the previous year 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Utilize a collaborative hiring process to hire for key positions at the school and to ensure mission-fit of new staff • Evaluate results 	School-wide	<u> X </u> ALL	15,000
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	
<ul style="list-style-type: none"> • Provide coaching and professional development for all teachers and support staff on the CCSS and effective instruction 	School-wide	<u> X </u> ALL	200,000
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	
<ul style="list-style-type: none"> • Conduct an annual staff survey to assess staff satisfaction • Conduct regular check-ins with staff to gather feedback • 	School-wide	<u> X </u> ALL	50,000
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	
<ul style="list-style-type: none"> • Conduct annual review of the teacher salary schedule and update as needed to ensure salaries are competitive 	School-wide	<u> X </u> ALL	15,000
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Increase the percentage of ELLs who are proficient in English, Literacy, and Math		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Cornerstone Academy Preparatory School		
	Applicable Pupil Subgroups:	English Language Learners		

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Establish baseline CELDT performance for ELLs Establish baseline NWEA MAP performance for ELLs 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> 62% of CAPS ELLs moved 1 or more CELDT levels 69% of CAPS ELLs scored above the national mean in Reading on the Winter 14/15 NWEA MAP (includes Ss who have RFEP classification) 79% of CAPS ELLs scored above the national mean in Math on the Winter 14/15 NWEA MAP (includes Ss who have RFEP classification)
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> ELL training and support for teachers and administrators during summer PD and throughout the school year Instructional coaching on strategies and techniques to support ELLs 	125,000 784,000	<ul style="list-style-type: none"> School began the use of the Sheltered Instruction Observation Protocol (SIOP) model, a research-based approach to serving ELLs, and drafted a 3 year plan for implementation of key elements of the model Instructional coaches and teachers received training on the SIOP model and began to incorporate pieces of the model into lesson planning Teachers and instructional coaches engaged in weekly coaching cycles 	984,000
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

__Other Subgroups:(Specify)_____			__Other Subgroups:(Specify)_____		
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>Data show that CAPS ELLs are making significant progress academically over the course of their time at CAPS. However, CAPS can be more strategic when serving ELLs to ensure they are making significant progress with language development, as demonstrated by moving levels on the CELDT assessment.</p> <p>As a next step, CAPS will continue the use of the SIOP model and use the plan for ELLs developed this year to improve services. CAPS will also provide staff with additional training in serving ELLs. This goal will also be combined into Goal 1 of the 15-16 LCAP.</p>			

Original GOAL from prior year LCAP:	Increase the percentage of students reading on grade level by the end of third grade		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Cornerstone Academy Preparatory School		
	Applicable Pupil Subgroups:	All, English Language Learners, Low Income Students, Latino Students		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Establish baseline reading performance for all third grade students (% at/above grade level) Establish baseline reading performance for third grade ELL students (% at/above grade level) 		Actual Annual Measurable Outcomes:	According to the 14/15 Winter Reading MAP administration: <ul style="list-style-type: none"> 69% of all third grade CAPS students are at/above grade level in reading

	<ul style="list-style-type: none"> level) Establish baseline reading performance for third grade Low-Income students (% at/above grade level) Establish baseline reading performance for third grade Latino students (% at/above grade level) 		<ul style="list-style-type: none"> 61% of all third grade CAPS ELLs are at/above grade level in reading 69% of all third grade CAPS Low Income students are at/above grade level in reading 56% of all third grade CAPS Latino students are at/above grade level in reading
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> Teachers and administrators will receive training on reading instruction during the summer and throughout the school year The school will utilize an RTI model to support struggling learners and catch low performers early to provide intervention 	Professional Development 30,000 Teacher Salaries/Benefits 70,000 Curriculum and Instructional Materials 20,000	<ul style="list-style-type: none"> Training on reading instruction during the summer and throughout the school year The school developed an RTI model to support struggling learners and catch low performers early to provide intervention The school focused on vertical and horizontal alignment across grade levels in ELA 	Professional Development 50,000 Teacher Salaries/Benefits 90,000 Curriculum and Instructional Materials 20,000
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

__Other Subgroups:(Specify)_____			__Other Subgroups:(Specify)_____		
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The school will continue to work on horizontal and vertical integration and invest more time and resources into the RTI model. This goal will also be combined into Goal 1 of the 15-16 LCAP.			

Original GOAL from prior year LCAP:	Decrease the achievement gap between Latino students and Asian students		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Cornerstone Academy Preparatory School		
	Applicable Pupil Subgroups:	All, Latino Students, Asian Students		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Decrease gap in average performance levels between the two subgroups by 5% on major assessments 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> On the Winter 14/15 NWEA Map administration, there is a 27% percentile difference between Latino students and Asian students in Reading On the Winter 14/15 NWEA Map administration, there is a 27% percentile difference between Latino students and Asian students in Math On the Winter 14/15 NWEA Map

			administration, there is a 22% percentile difference between Latino students and Asian students in Reading
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> Teachers and administrators will receive training on reading instruction during the summer and throughout the school year The school will utilize an RTI model to support struggling learners and catch low performers early 	Administration /teacher salaries 80,000 Curriculum 20,000	<ul style="list-style-type: none"> The school took steps to create a more systematic RTI model The school implemented the SRA Reading Mastery program to target struggling readers The school began the Latino Literacy Project to specifically support Latino families 	Administration /teacher salaries 80,000 Curriculum 20,000
Scope of service:	School-wide		
<input checked="" type="checkbox"/> ALL			
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
Scope of service:			
<input type="checkbox"/> ALL			
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The school will continue to improve its RTI model to ensure students are getting appropriate support and continue the Latino Literacy Project. This goal will also be combined into Goal 1 of the 15-16 LCAP.</p>	
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The school will continue to improve its RTI model to ensure students are getting appropriate support and continue the Latino Literacy Project. This goal will also be combined into Goal 1 of the 15-16 LCAP.

Original GOAL from prior year LCAP:	Fully implement through planning, instruction, and assessment, the CCSS, NGSS, and new ELD standards in all classrooms		Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Cornerstone Academy Preparatory School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 50% of CCSS transition plan will be implemented 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Full implementation of CCSS, partial implementation of NGSS and new ELD standards
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> Teachers and staff will receive training on CCSS implementation during the summer and throughout the school year. Teachers will also receive coaching on strategies and techniques to support CCS implementation The school will use assessments aligned to CCSS, NGSS, and the new ELD standards 		Administration salaries \$80,000 Training/Professional Development \$50,000	<ul style="list-style-type: none"> Teachers receive ongoing instructional coaching on CCSS implementation Teachers and staff have attending trainings on CCSS implementation Assessments and curricula are CCSS aligned 	Administration salaries \$80,000 Training/Professional Development \$50,000

Fully implement through planning, instruction, and assessment, the CCSS, NGSS, and new ELD standards in all classrooms

Related State and/or Local Priorities:

1__ 2_X 3__ 4_X 5__ 6__ 7__
8_X

COE only: 9 10

Local : Specify _____

Goal Applies to:

Schools:	Cornerstone Academy Preparatory School
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Applicable Pupil Subgroups:	All
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Expected
Annual
Measurable
Outcomes:

- 50% of CCSS transition plan will be implemented

Actual
Annual
Measurable
Outcomes:

- Full implementation of CCSS, partial implementation of NGSS and new ELD standards

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> Teachers and staff will receive training on CCSS implementation during the summer and throughout the school year. Teachers will also receive coaching on strategies and techniques to support CCS implementation The school will use assessments aligned to CCSS, NGSS, and the new ELD standards 	Administration salaries \$80,000 Training/Professional Development \$50,000	<ul style="list-style-type: none"> Teachers receive ongoing instructional coaching on CCSS implementation Teachers and staff have attending trainings on CCSS implementation Assessments and curricula are CCSS aligned 	Administration salaries \$80,000 Training/Professional Development \$50,000

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Annual Expenditures
--

- Teachers and staff will receive training on CCSS implementation during the summer and throughout the school year.
- Teachers will also receive coaching on strategies and techniques to support CCS implementation
- The school will use assessments aligned to CCSS, NGSS, and the new ELD standards

Administration
salaries
\$80,000

Training/Professional Development
\$50,000

- Teachers receive ongoing instructional coaching on CCSS implementation
- Teachers and staff have attending trainings on CCSS implementation
- Assessments and curricula are CCSS aligned

Administration salaries	\$80,000
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Training/Professional Development	\$50,000
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		Assessment Development/ Purchase \$30,000			Assessment Development/ Purchase \$30,000
		Curriculum/In structional Materials \$50,000			Curriculum/In structional Materials \$50,000
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Scope of service:			Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continue to focus on CCSS transition as well as research, selection, and purchase of NGSS aligned science curriculum. This will not continue as an LCAP goal but will be a focus at the school-site.			

GOAL from prior year LCAP:				1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ <input type="checkbox"/> 4_ <input checked="" type="checkbox"/> 5_ <input type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7_ <input type="checkbox"/> 8_ <input checked="" type="checkbox"/> COE only: 9_ <input type="checkbox"/> 10_ <input type="checkbox"/> Local : Specify _____
Goal Applies to:	Schools:	Cornerstone Academy Preparatory School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 70% of families indicating high satisfaction with technology at the school per the annual family survey 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> 95% of families indicated high satisfaction with technology at the school per the annual family survey
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> The school will purchase devices to ensure equitable access across all grade levels. The school will also make improvements to its wireless network and hire staff to support the implementation of blended learning. 	Hardware/Software \$300,000 Network Improvements \$10,000	<ul style="list-style-type: none"> The school is now 1:1 with Google Chromebooks across all grade levels The school has hired a technology team to manage implementation of 1:1 model and blended learning The school has made improvements to the wireless accessibility around campus and have had no days where students are unable to access internet 		
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		This goal has been met.			

Original GOAL from prior year LCAP:	Recruit, develop, and retain highly qualified staff		Related State and/or Local Priorities: 1__X__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Cornerstone Academy Preparatory School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 100% of teachers will be highly qualified and have appropriate credentials 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> 90% of teachers are highly qualified 100% of teachers have appropriate credentials aligned to their placement All but 3 teachers have been retained by the organization
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<ul style="list-style-type: none"> The school will implement a rigorous, 		<ul style="list-style-type: none"> The school implemented a hiring committee made up of teachers and 	Salaries \$20,000	

team oriented hiring process which will include multiple steps to ensure we are getting highly qualified, dedicated teachers <ul style="list-style-type: none"> The school will ensure each teacher receives coaching and feedback regularly from trained administrators 		Salaries \$20,000 Hiring Process \$10,000 Coaching/Development \$50,000	administrators to create and execute upon a rigorous hiring process <ul style="list-style-type: none"> The school has implemented a robust coaching model which includes at least one observation and debrief session with teachers weekly 	Hiring Process \$10,000 Coaching/Development \$50,000	
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Scope of service:			Scope of service:		
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The school has come very close to meeting this goal so moving forward, the focus will continue to be on development and retention. This goal will continue on the 15-16 lcap			

GOAL from prior year LCAP:	parent/student engagement with academic content outside the school		1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Cornerstone Academy Preparatory School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 50% of families meeting volunteer hours goals 		Actual Annual Measurable Outcomes:	53% of families volunteered in some capacity at the school this school year (at least 1 hour)
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> The school will encourage all parents to join the Parents' Association and to participate meaningfully in school activities. The school will allocate staff to facilitate this involvement and support parent-driven projects. The school will implement a parent education program to ensure parents have the tools they need to support student learning 		Administrator Salaries \$40,000 Parent Education Curriculum and Outreach \$40,000	<ul style="list-style-type: none"> The school's Parents Association conducted outreach efforts to include more families in the core team, in particular with families new to the school The school allocated administrator and teacher time to supporting the Parents' Association and ensuring there was alignment between parent events and school needs The school implemented the Latino Literacy Project to ensure parents had the tools they needed to support their children 	Administrator Salaries \$40,000 Parent Education Curriculum and Outreach \$40,000
Scope of service:	School-wide		Scope of service:	School-wide
_X_ALL OR: __Low Income pupils __English Learners			_X_ALL OR: __Low Income pupils __English Learners	

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The school can do a better job of defining parent involvement and providing more opportunities for parents to engage with the school beyond traditional volunteer opportunities. This goal will continue in 15-16 on the LCAP.			

Original GOAL from prior year LCAP:	Decrease overall number of absences, tardy arrivals, and early dismissals		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Cornerstone Academy Preparatory School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ADA at or above 95% Decrease overall number of tardies by 5% 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> ADA is over 97% Tardies did not decrease due to the overall increase in the number of students the school serves
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual	

					Expenditures
<ul style="list-style-type: none"> The school will offer personalized learning to all students to ensure high levels of engagement to ensure students enjoy coming to school. The school will ensure high levels of communication with families including newsletters, phone calls, and outreach via social media to ensure all families are aware of consequences of poor attendance. 		Intervention Program for Attendance \$20,000	<ul style="list-style-type: none"> The school offers all students personalized learning The school has conducted outreach to ensure families are aware of attendance issues and to provide support for dealing with attendance issues 		Intervention Program for Attendance \$20,000
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Scope of service:			Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a		The school has met the goal for attendance percentage but has not decreased tardies. This goal			

result of reviewing past progress and/or changes to goals?	will continue on the 15-16 LCAP with slightly different metrics being used to evaluate effectiveness, accounting for the increase in students.
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Original GOAL from prior year LCAP:	Increase response rate on family survey		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Cornerstone Academy Preparatory School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 50% of families respond to annual survey 		Actual Annual Measurable Outcomes:	48% of families responded to annual survey
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<ul style="list-style-type: none"> The school will ensure high levels of communication with families including newsletters, phone calls, and outreach via social media and create a campaign around the survey to ensure high participation rates and collect feedback from many parents. 	Outreach campaign \$10,000	<ul style="list-style-type: none"> The school conducted outreach regarding the survey via newsletters, phone calls, and social media The school set up a Chromebooks station for parents in the main office to facilitate easier access to the survey 	\$10,000	
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		After reviewing progress this year, the school will make some changes to the administration of the survey to ensure greater participation. The school will also add incentives so that families are more likely to take the survey during the window. This goal will continue on the 15-16 LCAP under Goal 3.			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide

manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 511,053
Due to the high unduplicated count at the school (84%), the school is spending these funds school-wide as the vast majority of our students are impacted by the goals and services.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

27.58	%
Due to the high unduplicated count at the school (84%), the school is spending these funds school-wide as the vast majority of our students are impacted by the goals and services.	

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).