

**TEACHER ASSIGNMENTS AND CREDENTIALING**

STATE PRIORITY #1: BASIC SERVICES

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CTCC Reports, LAUSD Review, and Internal Audits					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p><b>Goal:</b> Provide all students access to fully credentialed teachers and maintain effective employee work force</p> <p><b>Metric:</b> Teacher assignments (Williams)</p>	Maintain the appropriate credentials and assignments of teachers in the subject areas and grade-levels for the pupils they are servicing	100% Compliant	100% Compliant	100% Compliant	100% Compliant	100% Compliant	100% Compliant

**ACCESS TO INSTRUCTIONAL MATERIALS**

STATE PRIORITY #1: BASIC SERVICES

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: LAUSD Review & Internal Audits					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p><b>Goal:</b> Provide students with instructional materials that align with state standards</p> <p><b>Metric:</b> Standards aligned instructional materials (Williams)</p>	<p>Provide pupil access to CA Common Core Standards aligned instructional materials for all students. The design and implementation of curriculum is a critical component of the alignment of content and instruction to the Common Core State Standards, as well as development of multiple channels, pathways, and models assisting students in completing the standards-aligned content.</p> <ul style="list-style-type: none"> <li>• Supplemental curriculum and materials supporting Common Core State Standards</li> <li>• Content Design lessons</li> <li>• Curriculum maps aligned to Common Core State Standards</li> <li>• Alignment of curriculum with Common Core State Standards, English Development Standards</li> </ul>	75% Compliant	80% Compliant	85% Compliant	90% Compliant	95% Compliant	100% Compliant



**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS**

**STATE PRIORITY #2**

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Summative Evaluations					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p><b>Goal:</b> Implement Common Core standards</p> <p>All teaching staff receive year long training and feedback on Common Core aligned pedagogy.</p> <p><b>Metric:</b> Conduct summative evaluation of the following; Pacing Guide implementation, Assessment, Student Achievement Data,</p>	<p><b>Curriculum:</b> Make necessary modifications to pacing guides and assessments based on summative evaluation to align with CAASPP</p> <ul style="list-style-type: none"> <li>• Supplemental curriculum and materials supporting Common Core State Standards</li> <li>• Content Design lessons</li> <li>• Curriculum maps aligned to Common Core State Standards</li> </ul> <p><b>Professional Development:</b> Professional development of instructional staff will be conducted reflecting the priorities and topics below, which support the implementation of Common Core State Standards and the state’s priorities as identified by the State Board of Education and California Department of Education. Priority topics in the LCAP year forward include:</p> <ul style="list-style-type: none"> <li>• Common Core Standards-Focused Professional development improving instructional capacity in all content areas</li> <li>• Positive behavior support systems</li> <li>• Common Core State Standards English Language Arts shifts, mathematics and supplemental programs</li> <li>• Response to instruction and intervention (RTI)</li> <li>• Effective use of technology in the classroom for teaching and learning</li> <li>• Assessment of student progress</li> <li>• Writing, Speaking, and listening standards</li> <li>• Content standards integration</li> <li>• Integration of Visual and Performing Arts</li> <li>• Teacher growth &amp; development</li> <li>• Strategies for students with disabilities in General Education settings</li> <li>• Access to core strategies for English learners</li> </ul> <p><b>Staffing:</b></p> <ul style="list-style-type: none"> <li>• Response to instruction and intervention facilitators</li> <li>• Common Core Standards facilitators</li> <li>• Content Specials consultants</li> <li>• Resource specialist</li> <li>• Content Specialist Consultants</li> <li>• Arts Integration Consultants</li> </ul>	75% Compliant	80% Compliant	85% Compliant	90% Compliant	95% Compliant	100% Compliant

**PARENT INVOLVEMENT**

STATE PRIORITY #3

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: School Experience Survey & Parent Workshop Sign-In					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p><b>Goal:</b> To increase parent training, participation and awareness of student performance and to provide specific plans for the parent and teachers to work together towards increased student achievement.</p> <p><b>Metric:</b> Parent workshops agendas and sign ins for CCSS, ELPAC, CAASPP, Technology PD's</p>	<p>Provide parent training, learning opportunities and workshops</p> <p>Supporting Common Core State Standards literacy, EL Master Plan requirements and progress monitoring and provide parent notifications of ELD placement, progress, and reclassification</p> <p>Staff will rigorously pursue parent teacher conferences. Use this conference to increase participation in after school interventions for students not meeting grade-level standards.</p>	5%	13%	15%	18%	21%	25%
<p><b>Goal:</b> To increase the number of parents providing input about school conditions</p> <p><b>Metric:</b> School Experience Survey</p>	<p>Increase the number of parents completing the School Experience Survey</p>	75%	80%	85%	90%	95%	95%
<p><b>Goal:</b> To train parents on how to support learning at home and at school</p> <p><b>Metric:</b> Parent workshop agendas and sign ins for CCSS, ELPAC, CAASPP, Technology PD's</p>	<p>Increase percentage of parents trained on academic initiatives by providing a minimum of 3 workshops per year on ELPAC, CCSS, English Learner Master Plan, Use of Technology</p>	15%	20%	25%	30%	35%	40%

**STATEWIDE ASSESSMENTS**  
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CAASPP Data					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p><b>Goal:</b> To increase performance of students on Common Core aligned assessments in Math and ELA- leading to increased performance on CASSPP</p> <p>To increase performance of all significant subgroups of students on Common Core aligned assessments in Math and ELA- leading to increased performance on CASSPP</p> <p><b>Metric:</b> CAASPP Data</p>	<p>Provide training from several sources to increase teacher expertise in pedagogy.</p> <p>Purchase Common Core aligned materials.</p> <p>Create time in regular school day schedule for teachers to work together to reflect and practice teaching strategies.</p> <p>Analyze data to direct improvements.</p> <p>Provide training for teachers to conduct a 3 tier intervention program.</p>	2014-2015 percent of student proficient on initial CASSP	ACS students will increase to be proficient by 3% from the baseline data on CAASPP	ACS students will increase to be proficient by 5% from the baseline data on CAASPP	ACS students will increase to be proficient by 7% from the baseline data on CAASPP	ACS students will increase to be proficient by 9% from the baseline data on CAASPP	ACS students will increase to be proficient by 10% from the baseline data on CAASPP

**ACADEMIC PERFORMANCE INDEX (API)**  
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: API & CAASPP Data					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p><b>Goal:</b> ACS will meet or exceed API growth targets set by CDE</p> <p><b>Metric:</b> CAASPP Data</p>	Increase students scoring Proficient and above on the CAASPP baseline English language arts and mathematics scores established in 2014-2015	2014-2015 API Score	ACS will meet or exceed API growth targets set by CDE	ACS will meet or exceed API growth targets set by CDE	ACS will meet or exceed API growth targets set by CDE	ACS will meet or exceed API growth targets set by CDE	ACS will meet or exceed API growth targets set by CDE

**A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]**  
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	<b>NOT APPLICABLE</b>						

**ENGLISH LEARNER ADEQUATE PROGRESS RATE**

STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CASSPP					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p><b>Goal:</b> ACS will meet or exceed CAASPP growth targets set by CDE for English Learners</p> <p><b>Metric:</b> CASSPP Data</p>	<p>To increase the number of English learners demonstrating progress towards mastery of the English language.</p>	<p>2014-2015 percent of EL students scoring proficient on initial CASSP</p>	<p>ACS EL students will increase to be proficient by 2% from the baseline data on CAASPP</p>	<p>ACS EL students will increase to be proficient by 4% from the baseline data on CAASPP</p>	<p>ACS EL students will increase to be proficient by 6% from the baseline data on CAASPP</p>	<p>ACS EL students will increase to be proficient by 8% from the baseline data on CAASPP</p>	<p>ACS EL students will increase to be proficient by 10% from the baseline data on CAASPP</p>

**ENGLISH LEARNER RECLASSIFICATION RATE**

STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CELDT/ELPAC Data					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p><b>Goal:</b> A minimum of 15% of English Learners will re-designate to RFEP annually as measured by state mandated re-classification criteria</p> <p>90% of students who are continuously enrolled students who are EL will re-designate to English fluency before the end of 5<sup>th</sup> grade.</p> <p><b>Metrics:</b> CELDT/ELPAC</p>	<p>To increase the number of English Learners who achieve full English language proficiency</p> <p>Utilizing the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas</p> <p>Provide training from several sources to increase teacher expertise in ELD pedagogy.</p> <p>Purchase ELD Common Core aligned materials.</p>	<p>15% of English Learners will re-designate to RFEP annually as measured by state mandated re-classification criteria</p>	<p>15% of English Learners will re-designate to RFEP annually as measured by state mandated re-classification criteria</p>	<p>15% of English Learners will re-designate to RFEP annually as measured by state mandated re-classification criteria</p>	<p>15% of English Learners will re-designate to RFEP annually as measured by state mandated re-classification criteria</p>	<p>15% of English Learners will re-designate to RFEP annually as measured by state mandated re-classification criteria</p>	<p>15% of English Learners will re-designate to RFEP annually as measured by state mandated re-classification criteria</p>

**AP EXAMINATION PASSAGE RATE [High Schools Only]**

STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	<b>NOT APPLICABLE</b>						→

**EAP COLLEGE PREPAREDNESS RATE [High Schools Only]**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	<b>NOT APPLICABLE</b>						

**SCHOOL ATTENDANCE RATE**

**STATE PRIORITY #5: STUDENT ENGAGEMENT**

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p><b>Goal:</b> To achieve or maintain school attendance rates that support student learning</p> <p><b>Metric:</b> Attendance Rate</p>	<p>Increase annually the percent of students attending 175-180 days</p> <p>Implementation of safe school plan for student discipline and</p> <p>Increase attendance incentive programs</p> <p>Utilize school nurse and counselors</p>	70%	71%	75%	80%	85%	90%

**CHRONIC ABSENTEEISM RATE**

**STATE PRIORITY #5: STUDENT ENGAGEMENT**

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Monthly Suspension/Expulsion Reports, CALPADS EOY Reports					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p><b>Goal:</b> To decrease chronic absenteeism</p> <p><b>Metric:</b> Attendance Rate</p>	<p>Decrease the number of students missing 10 or more school days each year</p> <p>Parent workshops and meetings to raise awareness level regarding the importance of continuous attendance</p> <p>Provide incentives and recognitions to students for improvement in attendance</p> <p>Utilize SST and SARB procedures</p> <p>Utilize school nurse and counselors</p>	11%	9%	7%	6%	5%	4%





**[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]**

**STATE PRIORITY #6: SCHOOL CLIMATE**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
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**BROAD COURSE OF STUDY**

**STATE PRIORITY #7**

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	<b>NOT APPLICABLE</b>						

**[OTHER STUDENT OUTCOMES]**

**STATE PRIORITY #8**

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p><b>Goal:</b>  <b>Increase access to</b> technology resources for the school, teachers, and students</p> <p>Increase capacity of internet speed and infrastructure</p> <p><b>Metric:</b>                      Inventory of equipment, infrastructure, and evaluation of student and teacher current outcomes</p>	<ul style="list-style-type: none"> <li>• ACS will have high speed Internet access so that students can do online research and teachers can design web and learning quests.</li> <li>• Students will become proficient at using presentations like PowerPoint, using desktop publishing software, and using the Internet for research.</li> </ul>	65%	75%	85%	90%	95%	95%