

Introduction:

LEA: Paramount Academy **Contact:** Saul Gonzalez, Executive Director, saul@theparamountacademy.org, 661-454-3010 **LCAP Year:** 2014-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
February 7, 2014, WASC Focus Groups February 21, 2014, Staff Meeting February 21, 2014, Teachers/Staff Survey February 25, 2014, Student Survey March 18, 2014, Parent/Community Informational Meeting March 25, 2014, School Site Council Meeting March 25-27, 2014, Parent/Teacher Conferences March 25-27, 2014, Parent Survey March 21, 2014 WASC Focus Groups April 4, 2014 WASC Focus Groups	The involvement process served as a way to inform, educate, and gather input and feedback from critical stakeholders: parents, students, teachers, staff, and community partners. Stakeholders were presented student achievement data, namely from the CAHSEE, CELDT, CST, and other local assessments. In addition, the school's goals, mission, and vision were presented in the various meetings and surveys (Stakeholder surveys, School Site Council, informational meetings, and the WASC focus group process). These meetings and surveys led to discussions of priorities, relevant data analysis, concerns, and questions. The results of this stakeholder feedback were instrumental in the formation of priorities and goals for the LCAP plan.

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific

metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal 1: In order to increase student gains toward proficiency in math and ELA, the following needs to be measured: Beginning in 2014-2015, growth will be measured using the SBAC assessment in conjunction with CAASPP. Passing and proficiency rates on the ELA and math portions of the CAHSEE.</p>	<p>Goal 1: School-wide and in all significant subgroups (EL, SpEd, SED) students will be proficient in ELA and math as measured by the SBAC or make annual growth targets toward proficiency each year or demonstrate gains towards proficiency by local assessments.</p>	All	School-wide	<p>Establish ELA and math proficiency baselines as measured by the CAASPP. Increase passing (90% or above) and proficiency rates (60% or above) on the ELA and math portion of the CAHSEE. Increase reading grade level proficiency (Lexile) levels</p>	<p>To be determined using the 2014-2015 baseline data. Increase passing (90% or above) and proficiency rates (60% or above) on the ELA and math portion of the CAHSEE. Increase reading grade level proficiency (Lexile) levels</p>	<p>To be determined using the 2014-2015 baseline data. Increase passing (90% or above) and proficiency rates (60% or above) on the ELA and math portion of the CAHSEE. Increase reading grade level proficiency (Lexile) levels</p>	<p>Implementation of State Standards Basic Services Course Access Pupil Achievement Pupil Outcomes School Charter: Elements 1 & 2</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Reading grade level proficiency (Lexile) levels as measured on the SRI.					by more than one grade level, for students below grade level.	by one grade level, for students below grade level.	by one grade level, for students below grade level.	
Writing proficiencies as measured by standards-based rubrics, aligned to CCSS.					Increase writing proficiency levels by one or assess proficient as measured by CCSS standards-based rubrics.	Increase writing proficiency levels by one or assess proficient as measured by CCSS standards-based rubrics.	Increase writing proficiency levels by one or assess proficient as measured by CCSS standards-based rubrics.	
Math and ELA proficiency levels as measured by CCSS based Interim assessments.					Increase math and ELA proficiency rates by 5% on CCSS based Interim assessments.	Increase math and ELA proficiency rates by 5% on CCSS based Interim assessments.	Increase math and ELA proficiency rates by 5% on CCSS based Interim assessments.	
Goal 2: In order to increase student	Goal 2: School-wide and in all significant sub-	All	School-wide		Increase science and social science	Increase science and social science	Increase science and social science	Implementation of State Standards Basic Services

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
gains toward proficiency in science and social science, the following needs to be measured: Growth toward proficiency will be measured using the CST/NGSS CAASPP assessments.	groups (EL, SPed, SED) students will be proficient in Science and Social Science as measured by the CST/NGSS CAASPP or make annual growth targets toward proficiency each year or demonstrate gains towards proficiency by local assessments.				proficiency rates by 5% on the available CST/NGSS CAASPP assessments if available. Establish baseline Science and Social Science proficiency levels as measured by NGSS standards based interim assessments.	proficiency rates by 5% on the available CST/NGSS CAASPP assessments if available. Establish baseline Science and Social Science proficiency levels as measured by NGSS standards based interim assessments.	proficiency rates by 5% on the available CST/NGSS CAASPP assessments if available. Establish baseline Science and Social Science proficiency levels as measured by NGSS standards based interim assessments.	Course Access Pupil Achievement Pupil Outcomes School Charter: Elements 1 & 2
Goal 3: In order to increase student completion of an EC or Ag STEM program, the	Goal 3: High School students will complete an Early College course sequence focused	All	School-wide					Basic Services Course Access Pupil Achievement Pupil Outcomes Pupil Engagement School Charter:

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>following needs to be measured:</p> <p>The number of high school students taking and passing dual-credit courses.</p> <p>The number of high school students who satisfy UC/CSU a-g requirements.</p> <p>The number of 12th grade students earning college admissible SAT/ACT scores.</p>	<p>on either Liberal Arts or Ag STEM by the end of their 12th grade year in addition to earning their high school diploma.</p>			<p>Increase the number of high school students taking and passing dual-credit courses by 5%.</p>	<p>Increase the number of high school students taking and passing dual-credit courses by 5%.</p>	<p>Increase the number of high school students taking and passing dual-credit courses by 5%.</p>	<p>Elements 1 & 2</p>	
				<p>Increase the number of high school students who satisfy UC/CSU a-g requirements by 5%.</p>	<p>Increase the number of high school students who satisfy UC/CSU a-g requirements by 5%.</p>	<p>Increase the number of 12th grade students earning college admissible SAT/ACT scores</p>		
				<p>Increase the number of high school students who satisfy UC/CSU a-g requirements by 5%.</p>	<p>Increase the number of high school students who satisfy UC/CSU a-g requirements by 5%.</p>	<p>Increase the number of 12th grade students earning college admissible SAT/ACT scores</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals				What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified: each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
The graduation rates of students.					Ensure graduation rates are 90% or above.	Ensure graduation rates are 90% or above.	Ensure graduation rates are 90% or above.	Basic Services School Climate Parent Involvement Pupil Engagement
Goal 4: In order to increase parent, family, and community stakeholder engagement, the following needs to be measured: Parent & student attendance and participation rates in various school meetings, committees, and presentations.	Goal 4: Parents, family, and community stakeholders will become more fully engaged as partners in the education and school culture and climate.	All	School-wide		Track and increase parent & student attendance and participation rates in various school meetings, committees, &	Track and increase parent & student attendance and participation rates in various school meetings, committees, &	Track and increase parent & student attendance and participation rates in various school meetings, committees, &	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Student involvement in ASB, FFA, Athletics, and other school sponsored club-based leadership.					presentations: Track and increase student involvement in ASB, FFA, Athletics, and other school sponsored club-based leadership.	presentations: Track and increase student involvement in ASB, FFA, Athletics, and other school sponsored club-based leadership.	presentations: Track and increase student involvement in ASB, FFA, Athletics, and other school sponsored club-based leadership.	
Parent participation in Parent Institute for Quality Education (PIQE).					Track and increase parent participation in PIQE.	Track and increase parent participation in PIQE.	Track and increase parent participation in PIQE.	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the

goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

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

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: School-wide and in all significant sub-groups (EL, SPeEd, SED) students will be proficient in ELA and math as measured by the SBAC or make annual growth targets toward proficiency each year or demonstrate gains towards proficiency by local	Implementation of State Standards Basic Services Course Access Pupil Achievement Pupil Outcomes School Charter: Elements 1 & 2	Goal 1: 1.1 Provide standards-based curriculum, assessments, and high quality instruction in ELA and math to ensure students are making progress towards proficiency. Offer on-going professional learning including on-site collaboration, and job embedded instructional coaching as a means to support the implementation of the CCSS and student proficiency.	School-wide		Professional Development for ELA & Math teachers during summer and ongoing over school breaks – extra duty stipends for teachers (10 days/teacher) \$28,000	Professional Development for ELA & Math teachers during summer and ongoing over school breaks – extra duty stipends for teachers (10 days/teacher) \$28,000	Professional Development for ELA & Math teachers during summer and ongoing over school breaks – extra duty stipends for teachers (10 days/teacher) \$28,000

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
assessments.		Provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS ELA and Math implementation and CAHSEE preparation.	School-wide		Additional software to support CCSS ELA and Math implementation \$15,000	Additional software to support CCSS ELA and Math implementation \$15,000	Additional software to support CCSS ELA and Math implementation \$15,000
		Develop and implement a robust literacy program to construct a strong foundation on which to build deep content knowledge via curricular resources, assessments, intervention teachers, and supplemental materials. For Students with Disabilities: Identify and adopt curricular resources for students with	School-wide		Accelerated Reader - \$13,500 Class sets of fiction works (7 grades, 1/qtr) - \$12,600	Middle School CCSA aligned textbook series - \$50,400	Accelerated Reader - \$13,500
					Total allocation of LCFF based funds towards Special	Total allocation of LCFF based funds towards Special	Total allocation of LCFF based funds towards

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Moderate disabilities so that they can access Common Core instruction and provide professional development to Special Education teachers.			Education- Use of Aleks and Accelerated Reader	Education- Use of Aleks and Accelerated Reader	Special Education- Use of Aleks and Accelerated Reader
		1.2: Provide a variety of learning supports including differentiated instructions and interventions for all students as needed to increase and expand the learning opportunities such as outside and within the instructional day interventions, enrichment programs, and summer programs.	School-wide		Intervention Teachers to support 12daily periods of targeted intervention (2 FTE) - \$128,000 Additional daily advisory period for all students, campus wide - \$264,120	Intervention Teachers to support 12daily periods of targeted intervention (2 FTE) - \$128,000 Additional daily advisory period for all students, campus wide - \$264,120	Intervention Teachers to support 12daily periods of targeted intervention (2 FTE) - \$128,000 Additional daily advisory period for all students, campus wide - \$264,120
		1.3: Develop an infrastructure for ongoing analysis of student performance	School-wide		Teacher release time for ELA & Math PLC's - \$23,800	Teacher release time for ELA & Math PLC's - \$23,800	Teacher release time for ELA & Math PLC's - \$23,800

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2: School-wide and in all significant sub-groups (EL, SpEd, SED) students will be proficient in Science and Social Science as measured by the CST/NGSS CAASP or make annual growth	Implementation of State Standards Basic Services Course Access Pupil Achievement Pupil Outcomes School Charter: Elements 1 & 2	and progress and provide teacher release time for collaborative learning. Implement a comprehensive assessment system comprised of screening, diagnostics, and progress monitoring tools.	School-wide		Contracts for internal student assessment Programs - \$19,200	Contracts for internal student assessment Programs - \$19,200	Contracts for internal student assessment Programs - \$19,200
					Professional Development in over school breaks – extra duty stipends for teachers and	Professional Development in over school breaks – extra duty stipends for teachers and	Professional Development in over school breaks – extra duty stipends for teachers and

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
targets toward proficiency each year or demonstrate gains towards proficiency by local assessments.		as a means to support the implementation of the CST/NGSS standards. Provide state standards instructional materials with embedded assessments to ensure a quality Science and Social Science implementation. For Students with Disabilities: Identify and adopt curricular resources for students with Moderate disabilities so that they can access state standards Science and Social Science instruction and provide professional development to Special Education teachers.	School-wide		substitute costs for release time (8 days/teacher) \$11,200	substitute costs for release time (8 days/teacher) \$11,200	substitute costs for release time (8 days/teacher) \$11,200
			School-wide		Total allocation of LCFF based funds towards Special Education- \$5,000	Total allocation of LCFF based funds towards Special Education- \$5,000	Total allocation of LCFF based funds towards Special Education- \$5,000
						Middle and High School standards based curriculum - \$54,650	Middle and High School standards based curriculum - \$54,650

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		2.2: Develop an infrastructure for ongoing analysis of student performance and progress and provide teacher release time for collaborative learning.	School-wide		Teacher release time for Science & Social Science PLC's - \$11,200	Teacher release time for Science & Social Science PLC's - \$11,200	Teacher release time for Science & Social Science PLC's - \$11,200
Goal 3: Students will complete an Early College or Ag STEM-based college and career course sequence by the end of	Basic Services Course Access Pupil Achievement Pupil Outcomes Pupil Engagement School Charter: Elements 1 & 2	Goal 3: 3.1: Paramount Academy will provide varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended co-curricular			Integrated with ELA and Math Goal 1.3	Integrated with ELA and Math Goal 1.3	Integrated with ELA and Math Goal 1.3

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
their 12 th grade year in addition to earning their high school diploma.		and expanded learning program involvement. Library/media materials and staff assist with research and project-based learning.	School-wide		Contracts for search engine licensing to facilitate student research - \$7,500	Contracts for search engine licensing to facilitate student research - \$7,500	Contracts for search engine licensing to facilitate student research - \$7,500
		Computer hardware and software to enhance instruction and provide career technical and college readiness activities. 3.2 Develop an infrastructure for on-going analysis, collaboration, and student support to	School-wide		Chrome Book carts in all ELA and Math class rooms utilizing Google for Education platform - \$148,000	Chrome Book carts in all Science and Social Science class rooms utilizing Google for Education platform - \$96,000	Resource technology position (1FTE) - \$30,720
							Resource technology position (1FTE) - \$30,720

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>ensure successful student college and career preparation and achievement.</p> <p>Provide instructional assistants, academic and career counseling to support students.</p> <p>Offer on-going professional learning including on-site collaboration, and job embedded instructional coaching as a means to support the college/career pathway implementation and student progress and success.</p>	School-wide		<p>College/Career High School Counselor (1 FTE) - \$64,000</p> <p>Advisory period curriculum College and Career - \$17,725</p>	<p>College/Career High School Counselor (1 FTE) - \$64,000</p> <p>Advisory period curriculum – Career and Career - \$17,725</p>	<p>College/Career High School Counselor (1 FTE) - \$64,000</p> <p>Advisory period curriculum – Career Choices (high school) - \$17,725</p>
<p>Goal 4: Parents, family, and community stakeholders will become more fully engaged as</p>	<p>Basic Services School Climate Parent Involvement Pupil Engagement</p>	<p>Goal 4: 4.1: Stakeholders will have improved opportunities to participate in school activities that increase their skills as partners in education.</p>			<p>PIQE program to support 75 parents - \$15,000</p> <p>Childcare and translation</p>		

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
partners in the education and school culture and climate.		<p>Parent participation in Parent Institute for Quality Education (PIQE).</p> <p>Services to support parents in attending parent education, informational meetings, school events and in volunteering at the school.</p> <p>4.2: Stakeholders will receive improved school communications, including translation and interpretation services.</p> <p>Paramount Academy will communicate regularly with parent or guardians through website, phone outreach, mailings, and meetings.</p>	School-wide		<p>PIQE program to support 75 parents - \$15,000</p> <p>Childcare and translation services to support parent involvement - \$3,480</p>	<p>services to support parent involvement - \$3,480</p> <p>Monthly newsletter, published 10 months/year, mailed to all students & families - \$10,200</p>	<p>PIQE program to support 75 parents - \$15,000</p> <p>Childcare and translation services to support parent involvement - \$3,480</p> <p>Monthly newsletter, published 10 months/year, mailed to all students & families - \$10,200</p>

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Translation services and/or technology will be provided at school events 4.3: Students will receive incentives based on performance and improvement to foster a greater school academic culture.	School-wide School-wide				\$10,200

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p><u>For English learners:</u> Paramount Academy was allocated funds based on the number of English learner students. In addition to the funds noted in the above section 3 for use school-wide, Paramount Academy will use allocations for English learner students for the following program options:</p>					
		<p><u>For low income pupils:</u></p>					

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: School-wide and in all significant sub-groups (EL, SpEd, SED) students will be proficient in ELA and math as measured by the SBAC or make annual growth targets toward proficiency each year or demonstrate gains towards proficiency by local assessments.	Implementation of State Standards Basic Services Course Access Pupil Achievement Pupil Outcomes School Charter: Elements 1 & 2	Goal 1: Provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing the CCSS.	School-wide		Allocation to school for English learner students-\$11,200	Allocation to school for English learner students-\$11,200	Allocation to school for English learner students-\$11,200
		Provide additional teaching section(s) for EL intervention courses. Provide a broad range of standards aligned supplemental resources for EL students.	School-wide		2 Periods FTE for one teacher: \$20,318 Text Resources: \$9,600	2 Periods FTE for one teacher: \$20,318 Text Resources: \$5,000	2 Periods FTE for one teacher: \$20,318 Text Resources: \$5,000
		<u>For foster youth:</u>					
		<u>For redesignated fluent English proficient pupils:</u>					

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district wide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district wide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Paramount Academy's funding for Supplemental and Concentration FY14-15 is estimated at \$1,888,729. After indentifying \$ 0 in FY13-14 expenditures which support and serve the students identified in the unduplicated count, the increased expenditures in 2014-2015 are estimated to be \$529,977. The program areas funded are provided in section 3A of this document. Paramount Academy, in conjunction with the School Site Council, will align their Single Plan for Student Achievement to the goals and actions in the approved Local Control Accountability Plan.

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

The unduplicated student count at Paramount Academy is estimated to be 90.3% in the 2014-2015 school year. Paramount Academy is a one school district with high levels of English learners (23%) and low income (84%) pupils. Programs and services offered school-wide are prominently focused on those students of the unduplicated count.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01,

42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.