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

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**Introduction:**

**LEA: Alliance Cindy and Bill Simon Technology Academy**                                                            **LCAP Year: 2014-15**

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***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.*

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***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.

1)    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 |
|---|---|
| **Stakeholder engagement meetings held by Alliance Cindy and Bill Simon Technology Academy High School School starting in March - May 2014**<br><br>   1.   Alliance Board of Education Meeting 3/25/2014<br>   2.   School Coordinating Council 4/24/2014<br>   3.   School Leadership Team 4/21/2014<br>   4.   Community/Town Hall Meeting 4/23/2014<br>   5.   Student Representatives Meetings 4/23/2014<br>   6.   Staff Meeting 4/23/2014<br>   7.   School Board Meeting May 15th – May 16th 2014<br><br>The School used the following quantitative data for the goal setting process: CST ELA proficiency, CST math proficiency, Advanced Placement exam results, annual CELDT data, English Learner reclassification rate, A-G course completion/progress, CAHSEE ELA and Math passing rates, Student Attendance Records, API, School Wide Grade Analysis, Parent meeting attendance, Master Schedule of classes, and Achieve 3000 Lexile Level.<br><br>With the change in California accountability testing, the school has instituted the use of Lexile growth to assess the impact of teachers in implementing CCSS.<br><br>Additionally, the school has reflected and is now monitoring the key indicators impacting school climate/culture such as attendance, suspensions, and expulsions. Stakeholder survey results have also been examined. | As a result of various stakeholder meetings, the school has identified common recurring themes, which are reflected in the goals and action/services. Common themes included:<br>  • Differentiated support for the Common Core State Standards (CCSS) initiative,<br>  • Increase the reclassification rate of English Learners,<br>  • Effective teacher support and evaluation,<br>  • Availability of instructional materials and adequate facilities,<br>  • Increasing academic and social-emotional counselors and other support personnel<br>  • Expansion of targeted support services for foster youth,<br>  • Increased communication with and training for parents, and<br>  • Literacy, College and career readiness for all students.<br><br>Below is a high-level summary of responses from the stated meetings. The top 5 budget priorities ranked in descending order of priority as identified by respondents at the school meetings:<br><br>  1. More access to academic support services and programs<br>    • After school/weekend instruction/tutoring<br>    • More instructional materials for struggling and advancing students<br>    • Increase support positions: Reading specialist, counselor, psychologist, Restorative Justice Coordinator, Instructional Aides<br>    • 1:1 computer access<br>    • Expand office space<br>    • Teacher professional development<br>  2. Improve student attendance and chronic absenteeism<br>  3. Increase parent participation in school matters<br>  4. Increase compensation for teachers, counselors and psychologist<br><br>The priorities identified above are included in the school's budget and investments for targeted student populations are identified on subsequent pages of this document.<br><br>Specifically, the following LCFF investment priorities reflect the feedback received from stakeholders and student data, and are tied to the academic data and needs of our students. Investments are further detailed in subsequent pages.<br>  • Foster youth<br>  • English Learners<br>  • School climate and student engagement<br>  • Students with disabilities<br>  • Teacher and staff turnover<br>  • Parent engagement<br>  • Focus on literacy for CCSS implementation |

| Involvement Process | Impact on LCAP |
|---|---|
| | • Focus on College and Career Readiness |

## Section 2: Goals and Progress Indicators

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

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Guiding Questions:**

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

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted?  What modifications are being made to the LCAP as a result of this comparison?

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
|---|---|---|---|---|---|---|---|---|
| NEED: Teachers assigned being fully credentialed  METRIC: NCLB credential review by Human Resources | Maintain staff of fully credentialed teachers | All | LEA | | 100% of teachers are appropriately credentialed and assigned. | 100% of teachers are appropriately credentialed and assigned. | 100% of teachers are appropriately credentialed and assigned. | 1a. Basic Services - Rate of Teacher Misassignment |
| NEED: Expand student and parent support services  Metric: Suspension rate, chronic absenteeism, student/parent satisfaction, dropout rate, college readiness | Create/build additional office space for support personnel and parent center | | | | Create/build 400 square foot office space for Counselor, Psychologist, Restorative Justice/student Engagement Coordinator and Parent Center | | | 1b. Basic Services – Learning Environment School Climate  Student and Parent Engagement |
| NEED: Teachers provided with standards-aligned materials and benchmark system to assess student progress | Provide teachers with standards-aligned resources and benchmark system to measure student progress toward | All | LEA | | 100% | 100% | 100% | 1c. Basic Services - Student Access to Standards-Aligned Instructional |

| 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 | |
| METRIC: Pearson exams | proficiency | | | | | | | Material |
| NEED: Maintain school facility to ensure environment conducive to learning<br><br>METRIC: Working Smart Boards, 1:1 student access to technology | Acquire and maintain classroom technology to support student learning | All | LEA | | All classrooms will have working Smart Boards and laptops/IPADs for each student | All classrooms will have working Smart Boards and laptops/IPADs for each student | All classrooms will have working Smart Boards and laptops/IPADs for each student | 1d. Basic Services - Facilities in Good Repair. Access to technology. |
| NEED: Ensure successful implementation of CCSS for all students, with focus on providing access to curriculum for English Learners<br><br>METRIC: Benchmark assessment system | Implement CCSS and assess students mastery of math and ELA standards using Pearson digital content | All<br><br>All significant sub- groups | L | | Baseline | Baseline +1% | Baseline +2% | 2 - Implementation of the Common Core State Standards |
| NEED: Increase parent input and feedback on instructional program and facilities | Increase parents attending community Town Hall meetings to engage them in | All | LEA | | Baseline | Baseline +5% | Baseline +10% | 3a. Parental involvement - Effort to seek Parental Input |

| 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 | |
| METRIC: Attendance at Community Townhall meetings | the school's mission/vision | | | | | | | |
| NEED: Increase number of parents who participate in supporting student academic success  METRIC: Attendance parent conferences, parent academies/workshops | Promote parent engagement through parent conferences and workshops on topics that enable them to support their students academic and career success | All | LEA | | Baseline | Baseline +5% | Baseline +10% | 3b. Parental involvement - Promotion of Parental Participation |
| NEED: Increase student proficiency/performance on SBAC  METRIC: SBAC | Increase students scoring Proficient or better on CCSS/SBAC benchmarks | All  All significant sub- groups | LEA | | Baseline | Baseline +1% | Baseline +2% | 4a.Pupil Achievement - Statewide assessments |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---|---|---|---|---|---|---|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| NEED: Reach Achieving-Excelling level as a school

METRIC: API, CAHSEE ELA and math | Increase percent of student performance at Proficient and higher levels on ELA and Math statewide Achievement and Exit tests | All

All significant sub-groups | LEA | | CAHSEE:

85% ELA

96% Math | CAHSEE:

90% ELA

96.5% Math | CAHSEE:

90% ELA

97% Math | 4b. Pupil Achievement - API Score

Other – CAHSEE Scores |
| NEED: Increase number of students who successfully complete high school college and career-ready

METRICS: A-G course completion and success rates | Increase the percent of students who meet 4-year college eligibility and acceptance | All

All significant sub-groups | LEA | | 89% Seniors meeting requirements for admission to a 4 year college | 91% Seniors meeting requirements for admission to a 4 year college | 93% Seniors meeting requirements for admission to a 4 year college | 4c. Pupil Achievement - UC/CSU/CTE entrance |
| NEED: To increase the number of English Learners who achieve full English language proficiency Metrics: a. English Learners making yearly progress (AMAO 1) | Increase the percent of English Learners who reclassify as Fluent English Proficient | ELL | LEA | | Baseline | Baseline +2% | Baseline +4% | 4d. Pupil Achievement - ELLs English Proficiency as measured by CELDT (10% ELL population in 2012-13) |

| 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 | |
| b. English Learners achieving proficiency in English (AMAO 2) c. Reclassification Rate | | | | | | | | |
| NEED: Increase AP passage rate METRIC: AP test results | Increase passage rate of 3 or higher on AP exams for students who have a 3.0 GPA or higher. | ELL | LEA | | Baseline | Baseline +1% | Baseline +2% | 4f.Pupil Achievement - Percentage of pupils who have passed an AP examination with a score of 3 or higher |
| NEED: Increase number of students who meet EAP college-readiness performance in English and math METRIC: EAP Assessment results grade 11 | Increase percentage of students who score Exempt and Conditionally Exempt | | LEA | | Baseline | Baseline +2% | Baseline +3% | 4g. Pupil Achievement - Percentage of pupils who participate in and demonstrate college preparedness thru EAP |
| NEED: To maintain school attendance rates that support student learning | To maintain a 95% or above attendance rate | All All significant sub- groups | LEA | | 95% or above attendance rate | 95% or above attendance rate | 95% or above attendance rate | 5a. Pupil Engagement - School attendance rates |

| 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 | |
| METRIC: Attendance rate | | | | | | | | |
| NEED: Decrease chronic absenteeism<br><br>METRIC: Attendance rate | Decrease the percentage of students missing 10 or more days each school year | All<br><br>All significant sub- groups | LEA | | baseline | Decrease by 2% | Decrease by 2% | 5b. Pupil Engagement - Chronic Absenteeism Rates |
| NEED: Maintain <2% dropout rate<br><br>METRIC: A-G college classes tracker | Decrease percentage of students who are not on track to graduate in 4 years; increase opportunities for credit recovery to ensure graduation | All<br><br>All significant sub- groups | LEA | | baseline | baseline +1% | Baseline +2% | 5d. Pupil Engagement - High School Dropout Rates |
| NEED: Ensure all students graduate from high school<br><br>METRIC: Cohort graduation rate | Increase graduation rates by providing more personalized attention to students/decrease student to counselor ratio/provide individual and group counseling | All<br><br>All significant sub- groups | LEA | | 90% graduation rate | 95% graduation rate | 95% graduation rate | 5e. Pupil Engagement - High School Graduation Rates |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---|---|---|---|---|---|---|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| NEED: To reduce the number of student suspensions<br><br>METRIC: Suspension reports | Decrease the percentage of students suspended from school | All<br><br>All significant sub- groups | LEA | | 3% or lower students suspended from school | 3% or lower students suspended from school | 3% or lower students suspended from school | 6a. School Climate - Pupil Suspension Rates |
| NEED: Supports for students at risk of not graduating due to social/emotional issues<br><br>METRIC: Annual attendance rates | Counseling and support services for students with history of disciplinary infractions | All<br><br>All significant sub- groups | LEA | | baseline | Expulsion Rate 0% | Expulsion Rate 0% | 6b. School Climate - Pupil attendance and suspension rates |
| NEED: Increase stakeholder satisfaction with school<br><br>METRIC: Parent, student and staff satisfaction surveys | Using feedback from survey data to improve in areas identified by stakeholders | All | LEA | | baseline | Stakeholder satisfaction increase by 15% | Stakeholder satisfaction increase by 20% | 6c. School Climate - Local Measures (pupils, parents, teacher surveys) |
| NEED: Increase number of elective courses and CTE courses available to students<br><br>METRIC: | All student access/enrollment in academic core, arts and electives | All<br><br>All significant sub- groups | LEA | | 100% enrollment of all students in A-G and elective courses | 100% enrollment of all students in A-G and elective courses | 100% enrollment of all students in A-G and elective courses | 7a. Course Access -Pupil access to/enrolled in broad course of study |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---|---|---|---|---|---|---|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| NEED: Provide more AP courses and year-long supports for students to master content METRIC: Master schedule; academic grades | Increase Advanced Placement course offerings from 7 to 9. . | All All significant sub- groups | LEA | | Offer 9 AP courses open to all students | Offer 10 courses open to all students | Offer 10 courses open to all students | 7b. Course Access -AP or Specialized Courses |
| NEED: Improve student Lexile reading levels METRIC: Achieve3000 Level Set | Percent of students achieving the expected yearly growth measured by lexile. | All All significant sub- groups | LEA | | baseline | Baseline +5% | Baseline +10% | 8. Pupil Outcomes |
| NEED: To monitor and support Foster Youth achievement and graduation from high school. Metrics: Individual Graduation Plan, Academic Assessments | All Foster Youth will be identified, have a comprehensive academic assessment and Graduation Plan | Foster Youth | LEA | | 100% Foster youth identified and provided support services and a graduation plan | 100% Foster youth identified and provided support services and a graduation plan | 100% Foster youth identified and provided support services and a graduation plan | 4a.Pupil Achievement - Statewide assessments |

**Section 3:  Actions, Services, and Expenditures**

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

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

**Guiding Questions:**

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

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

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)?  What are the anticipated expenditures for each action (including funding source)? | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| Maintain staff of fully credentialed teachers | 1a. Basic Services - Rate of Teacher Mis-assignment | Confirm credential status of teachers with HR<br><br>Create a Master Schedule and assign teachers in courses that their credential authorizes | LEA-wide | | HR will review credentials prior to hiring and annually<br><br>Principal will review master schedule before start of school year to ensure appropriate assignment of teachers and certificated staff | HR will review credentials prior to hiring and annually<br><br>Principal will review master schedule before start of school year to ensure appropriate assignment of teachers and certificated staff | HR will review credentials prior to hiring and annually<br><br>Principal will review master schedule before start of school year to ensure appropriate assignment of teachers and certificated staff |
| Create/build additional office space for support personnel and parent center | Basic Services – Learning Environment School Climate Student and Parent Engagement | Work with Home Office staff to locate available space, get architectural drawings engineering and building permits. | | | Budget $150/sq. ft. to construct approx.. 400 sq. ft. of new office space for psychologist, counselor, parent coordinator, restorative justice coordinator and parent center = $60,000 | | |
| Provide teachers with standards-aligned resources and technology; benchmark system to measure student progress toward proficiency | 1b. Basic Services - Student Access to Standards-Aligned Instructional Material | Increase pay to retain full-time IT to service/update iPads<br><br>Coordinate w/ Home Office IT for Pearson updates | LEA-wide | | Increase IT coordinator pay $2 per hour-$39,520 + benefits<br><br><br>6%? | Increase IT coordinator pay 5% - $3,645<br><br>????<br><br>???? | Increase IT coordinator pay 5% per hour – $3,827<br><br>????<br><br>???? |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | Purchase Pearson CCSS ELA and math curriculum for grades 9-11 | | | | | |
| | | Provide computing devices for new staff and replace existing devices. Budget for maintenance and repair of existing devices | | | Purchase 10 computing devices for new staff and to replace existing devices @ $800 ea. = $8.000. Budget $2,000 for maintenance and repair of existing devices = $10,000 | Purchase 5 computing devices @ 800 ea. = $4,000 and budget $2,000 for maintenance and repair = $6,000 | Purchase 5 computing devices @ 800 ea. = $4,000 and budget $2,000 for maintenance and repair = $6,000 |
| | | Outfit 4 science labs @ $10,000 ea. to support NGSS transition = $40,000 | | | Outfit 4 science labs @ $10,000 ea. to support NGSS transition = $40,000 | Science lab materials and supplies-budget $2,500 | Science lab materials and supplies-budget $2,500 |
| Acquire and maintain classroom technology to support student learning | 1d. Basic Services – Facilities in good repair. Access to technology | Acquire new or replace and maintain student and teacher computing devices | LEA-wide | | Purchase 100 student computing devices @ 400 each = $40,000 and budget $12,000 for maintenance and repair of existing devices = $52,000 | Purchase 50 student computing devices @$400 ea. and budget $25,000 for maintenance and repair = $45,000 | Purchase 50 student computing devices @$400 ea. and budget $25,000 for maintenance and repair = $45,000 |
| Implement CCSS and assess students mastery of math and ELA standards using Pearson digital content | 2 - Implementation of the Common Core State Standards | Coordinate w/ Home Office IT for Pearson updates | LEA-wide | | Onsite teacher professional development budget<br><br>Instructional | Onsite teacher professional development budget<br><br>Instructional | Onsite teacher professional development<br><br>Instructional |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | | | | materials and supplies budget | materials and supplies budget | materials and supplies budget |
| Increase parents attending community Town Hall meetings to engage them in the school's mission/vision | 3a. Parental involvement - Effort to seek Parental Input | Hire a full time Bi-lingual Parent Liaison

Advertise parent events, workshops, Town Hall meetings, conferences, and other volunteer opportunities through Teleparent, School Website, and Flyers
Maintain record of parent volunteer sign-in sheet & hours

Maintain and update Parent Volunteer hours on the school website | LEA-wide | | Full time Parent Coordinator @ $14/hour for 12 months = $29,120 | Full time Parent Coordinator @ $16/hour for 12 months = $33,280 | Full time Parent Coordinator @ $17/hour for 12 months = $35,360 |
| Promote parent engagement through parent conferences and workshops on topics that enable them to support their students academic and career success | 3b. Parental involvement - Promotion of Parental Participation | Maintain and update Parent Volunteer hours on the school website

Establish parent/volunteer recognition program

Purchase enrichment | LEA-wide | | Budget $1,500 for parent recognition

Purchase parent enrichment workshops $2,000 | Budget $1,500 for parent recognition

Purchase parent enrichment workshops $2,500 | Budget $1,500 for parent recognition

Purchase parent enrichment workshops $3,000 |

| 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)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | workshops for parents <br><br> Provide transportation to two educational events during the year | | | Provide one bus for two events @ $500/bus = $1,000 | Provide two buses for two events @ $500/bus = $2,000 | Provide two buses for two events @ $500/bus =$2,000 |
| Increase students scoring Proficient or better on CCSS/SBAC benchmarks | 4a.Pupil Achievement - Statewide assessments | ELA and Math Support Classes | LEA-wide | | Extend school hours to after school and weekends (See below) | Extend school hours to after school and weekends (See below) | Extend school hours to after school and weekends (See below) |
| Increase percent of student performance at Proficient and higher levels on ELA and Math statewide Achievement and Exit tests | 4b. Pupil Achievement – API, CAHSEE | ELA and Math Support Classes | LEA-wide <br><br> Special Education <br><br> African-American | | Provide support classes for 9th grade ELA/Math and 10th grade Math | Provide support classes for 9th grade ELA/Math and 10th grade Math | Provide support classes for 9th grade ELA/Math and 10th grade Math |
| Increase the percent of students who meet 4-year college eligibility and acceptance | 4c. Pupil Achievement - UC/CSU/CTE entrance | Extend learning time beyond normal school hours daily and weekends <br><br> Purchase Princeton Review workshops for 11th Grade students <br><br> Additional instructional materials and supplies for struggling and excelling students | LEA-wide | | Extend school hours to after school and weekends to provide additional support for all students but especially for EL and SPED. 125 hours per month x$25 x 11 months = $34,375 <br><br> Purchase Princeton Review workshops for 11th Grade students @ $235/ x 125 students = $29,375 <br><br> Additional | Extend school hours to after school and weekends to provide additional support for all students but especially for EL and SPED. 125 hours per month x$25 x 11 months = $34,375 <br><br> Purchase Princeton Review workshops for 11th Grade students @ $235/ x 125 students = $29,375 <br><br> Additional | Extend school hours to after school and weekends to provide additional support for all students but especially for EL and SPED. 125 hours per month x$25 x 11 months = $34,375 <br><br> Purchase Princeton Review workshops for 11th Grade students @ $235/ x 125 students = $29,375 |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | | | | instructional materials and supplies for struggling and excelling students - $75,000 | instructional materials and supplies for struggling and excelling students - $50,000 | Additional instructional materials and supplies for struggling and excelling students - $25,000 |
| Increase the percent of English Learners who reclassify as Fluent English Proficient | 4d. Pupil Achievement - ELLs English Proficiency as measured by CELDT (10% ELL population in 2012-13) | Continue ELA Support Classes, ELL After-school tutoring, and CELDT Boot camp | LEA-wide ELL SPED | | Purchase Read 180/44 program<br><br>Hire a Reading Teacher<br><br>Onsite teacher ELD classroom strategies professional development<br><br>Hire 2 teachers to conduct CELDT boot camp 5 days x2hrs x $25 = $500 +250 nutrition = $750 | Purchase Read 180/44 program<br><br>Hire a Reading Teacher<br><br>Onsite teacher ELD classroom strategies professional development<br><br>Hire 3 teachers to conduct CELDT boot camp 5 days x2hrs x $25 = $750 +$250 nutrition= $1,000 | Purchase Read 180/44 program<br><br>Hire a Reading Teacher<br><br>Onsite teacher ELD classroom strategies professional development<br><br>Hire 3 teachers to conduct CELDT boot camp 5 days x2hrs x $25 = $1000 +250 nutrition = $1250 |
| Increase passage rate of 3 or higher on AP exams for students who have a 3.0 GPA or higher. | 4f.Pupil Achievement - Percentage of pupils who have passed an AP examination with a score of 3 or higher | All teachers to attend a 4-day AP training over Summer 2014 to improve student preparation for AP courses<br><br>Assign AP Tutoring to all students in AP courses | LEA-wide | | Returning and newly hired teachers attend 4 day AP training. 24 teachers x $800 = $19,200<br><br>After school and weekend tutoring<br><br>Student access to computers after | New teachers attend 4 day AP training. 4 teachers x $800 = $3,,200<br><br>After school and weekend tutoring<br><br>Student access to computers after | New teachers attend 4 day AP training. 4 teachers x $800 = $3,,200<br><br>After school and weekend tutoring<br><br>Student access to computers after |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | | | | school hours | school hours | school hours |
| Increase percentage of students who score Exempt and Conditionally Exempt | 4g. Pupil Achievement - Percentage of pupils who participate in and demonstrate college preparedness thru EAP | Increase literacy and Math intervention in support classes and Advisory<br><br>Purchase college-writing curriculum and professional development for teachers grades 9-12 | LEA-wide | | 75% of students score Conditionally Exempt/Exempt on EAP Math and ELA | 85% of students score Conditionally Exempt/Exempt on EAP Math and ELA | 90% of students score Conditionally Exempt/Exempt on EAP Math and ELA |
| To maintain a 95% or above attendance rate | 5a. Pupil Engagement - School attendance rates | Continue to monitor attendance daily and involve parents | LEA-wide | | Dean of Student Engagement and Attendance Clerk monitor student attendance and engage parents with assistance of Parent Liaison as needed.<br><br>>97% ADA | Dean of Student Engagement and Attendance Clerk monitor student attendance and engage parents with assistance of Parent Liaison as needed.<br><br>>97.5% ADA | Dean of Student Engagement and Attendance Clerk monitor student attendance and engage parents with assistance of Parent Liaison as needed.<br><br>>98% ADA |
| Decrease the percentage of students missing 10 or more days each school year | 5b. Pupil Engagement - Chronic Absenteeism Rates | Parent Coordinator to work with administrators (Dean) to build relationship with families of chronically absent students and seek family assistance when needed | LEA-wide | | Hire fulltime Parent Coordinator $29,120 + benefits and a Dean of Restorative Justice/Student Engagement ($65,000 + benefits) | Hire fulltime Parent Coordinator $29,120 + benefits and a Dean of Restorative Justice/Student Engagement ($65,000 + benefits) | Hire fulltime Parent Coordinator $29,120 + benefits and a Dean of Restorative Justice/Student Engagement ($65,000 + benefits) |
| Decrease the percentage of students who are not on track to graduate in 4 | 5d. Pupil Engagement - High School | Hire Restorative Justice/Student Engagement | LEA-wide<br><br>ELL | | Hire Dean Restorative Justice/Student | Hire Dean Restorative Justice/Student | Hire Dean Restorative Justice/Student |

| 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)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| years; increase opportunities for credit recovery to ensure graduation | Dropout Rates | Coordinator to carry caseload of students in-danger of dropping out<br><br>Purchase online core content courses for credit recovery<br><br>Conduct ADA Recovery classes for habitually absent students<br><br>Enhance Attendance Recognition program awards<br><br>Partner with community agencies to provide after school activities | Special Education | | Engagement (Same as above<br><br><br><br><br><br>ADA Recovery Program 3hrs per week x 8 months x $25per hour = $2,400<br><br>Attendance Recognition budget $200/mo. X 8 mo. = $1800<br><br>Seek non-profit partner to provide after school activities | Engagement (Same as above<br><br><br><br><br><br>ADA Recovery Program 3hrs per week x 8 months x $25per hour = $2,400<br><br>Attendance Recognition budget $200/mo. X 8 mo. = $1800<br><br>Seek non-profit partner to provide after school | Engagement (Same as above<br><br><br><br><br><br>ADA Recovery Program 3hrs per week x 8 months x $25per hour = $2,400<br><br>Attendance Recognition budget $200/mo. X 8 mo. = $1800<br><br>Seek non-profit partner to provide after school |
| Increase graduation rates by providing more personalized attention to students/decrease student to counselor ratio | 5e. Pupil Engagement - High School Graduation Rates | Hire an additional College Counselor to reduce ratio to < 1:200 | LEA-wide | | Hire an additional College Counselor $65,000 + benefits | College Counselor $65,000 + benefits | College Counselor $65,000 + benefits |
| Decrease the percentage of students suspended from school | 6a. School Climate - Pupil Suspension Rates | Continue to provide alternatives to suspensions and to maintain a positive school culture and environment | LEA-wide<br><br>Special Education | | Hire Dean Restorative Justice/student engagement (Same as above) | Dean Restorative Justice/student engagement (Same as above) | Dean Restorative Justice/student engagement (Same as above) |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | Develop a behavior support team | | | Hire College Counselor (Same as above) | College Counselor (Same as above) | College Counselor (Same as above) |
| | | | | | Hire fulltime School Psychologist (Same as above) | Fulltime School Psychologist (Same as above) | Fulltime School Psychologist (Same as above) |
| Increase counseling and support services for students with history of disciplinary infractions | 6b. School Climate - Pupil Expulsion Rates | Continue partnership with local mental health service provider  Seek USC Clinical Social Worker Intern | LEA-wide  Special Education | | Continue partnerships with local community mental health agencies | Continue partnerships with local community mental health agencies | Continue partnerships with local community mental health agencies |
| Using feedback from survey data to improve in areas identified by stakeholders | 6c. School Climate - Local Measures (pupils, parents, teacher surveys) | Analyze survey data and focus on improving indicators below school-wide average  Increase parent outreach | LEA-wide | | Review satisfaction data in July and begin planning improvements  Invite parent suggestions and participation throughout the school year | Review satisfaction data in July and begin planning improvements  Invite parent suggestions and participation throughout the school year | Review satisfaction data in July and begin planning improvements  Invite parent suggestions and participation throughout the school year |
| All student access/enrollment in academic core, arts and electives | 7a. Course Access -Pupil access to/enrolled in broad course of study | Continue to provide access to A-G classes for all | LEA-wide | | Allocate funds to provide additional instructional materials for struggling and excelling students. $25,000 | Allocate funds to provide additional instructional materials for struggling and excelling students. $25,000 | Allocate funds to provide additional instructional materials for struggling and excelling students. $25,000 |
| Increase Advanced Placement course offerings from 7 to 9 | 7b. Course Access -AP or Specialized Courses | Arrange for AP teachers to attend a 4-day AP training over Summer 2014 | LEA-wide | | 5 teachers attend 4-day AP Summer Institute @ 800 each = $4,000 | 2 teachers attend 4-day AP Summer Institute @ 800 each = $1,600 | 2 teachers attend 4-day AP Summer Institute @ 800 each = $1,600 |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|---|---|---|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | | | | | | |
| Percent of students achieving the expected yearly growth measured by Lexile. | 8. Pupil Outcomes | Purchase Read 180/44 \n\n Hire Reading Intervention/Literacy Teacher \n\n Hire an Instructional Aide to support EL and IEP students \n\n Professional development for teachers on Lexile growth. | LEA-wide | | Purchase reading improvement/ intervention program for 100 EL and IEP students @ approx. $150/ student = $15,000 \n\n Hire Reading Specialist at $55,000 \n\n Hire ELA Instructional Aide @$16/hour x 40 hours x 12 months = $33,280 \n\n Two on site teacher Lexile growth professional development $5,000 | Purchase reading improvement/ intervention program for 100 EL and IEP students @ approx. $150/ student = $15,000 \n\n Hire Reading Specialist at $57,750 \n\n Hire 2 ELA Instructional Aides @$17/hour x 40 hours x 12 months = $35,360 \n\n One on site teacher Lexile growth professional development $2,500 | Purchase reading improvement/ intervention program for 100 EL and IEP students @ approx. $150/ student = $15,000 \n\n Hire Reading Specialist at $60,640 \n\n Hire 2 ELA Instructional Aide @$18/hour x 40 hours x 12 months = $37,440 \n\n One on site teacher Lexile growth professional development $2,500 |
| All Foster Youth will be identified, have a comprehensive academic assessment and Graduation Plan | 4a Pupil Achievement – Statewide Assessment | Identify and track each foster youth and provide needed support services to enhance opportunities to graduatte | Foster Youth | | 100% Foster youth identified and provided support services and a graduation plan | 100% Foster youth identified and provided support services and a graduation plan | 100% Foster youth identified and provided support services and a graduation plan |

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 |
| Wrap-around services for students with history of disciplinary infractions | 6b. School Climate - Pupil Expulsion Rates | For low income pupils: Full-time School Psychologist<br><br>Dean Restorative Justice/Student Engagement | FRL, ELL, IEP | | Hire full time school psychologist - $60,000 + benefits<br><br>Hire full time Restorative Justice/student engagement coordinator - $65,000 + benefits | Continue full time school psychologist<br><br>Continue full time Restorative Justice/student engagement coordinator - | Continue full time school psychologist<br><br>Continue full time Restorative Justice/student engagement coordinator |
| Increase the number of English Learners who reclassify as fully English proficient | 4e. Pupil Achievement - Reclassification Rate | For English learners:<br><br>ELL After-school tutoring<br><br>Fall CELDT Boot camp<br><br>Bi-lingual aide | ELL | | Purchase Read 180/44 program<br><br>Hire a Reading Teacher<br><br>Onsite teacher ELD classroom strategies professional development<br><br>Hire 2 teachers to conduct CELDT boot camp 5 days x2hrs x $25 = $500 +250 nutrition = $750 | Purchase Read 180/44 program<br><br>Continue Reading Teacher<br><br>Continue onsite teacher ELD classroom strategies professional development<br><br>Continue 2 teachers to conduct CELDT boot camp 5 days x2hrs x $25 = $500 +250 nutrition = $750 | Purchase Read 180/44 program<br><br>Continue Reading Teacher<br><br>Continue onsite teacher ELD classroom strategies professional development<br><br>Contnue 2 teachers to conduct CELDT boot camp 5 days x2hrs x $25 = $500 +250 nutrition = $750 |
| Decrease number of | 6a. School Climate - Pupil Suspension | For foster youth: Develop a behavior | Foster Youth | | Create on campus support team assign | Expand on campus support team to | Expand on campus support team to |

| 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 |
| students suspended from school | Rates | support team USC Clinical Social Worker Intern | | | students after repeat offenses | include community agency representatives | include community agency representatives |
| Percent of students achieving the expected yearly growth measured by lexile. | 8. Pupil Outcomes | For redesignated fluent English proficient pupils: Purchase Achieve 3000 reading program to assist with mastery of English reading/writing | RFEP | | Purchase Read 180/44 | Purchase Read 180/44 | Purchase Read 180/44 |

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

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As a result of the new funding under LCAP, the school is to receive an additional $584,261 to focus on improvement of the three specific sub-groups. The prioritization of use for these funds will be (1) free- and reduced-lunch qualified students, and (2) increasing proficiency in English for English Language Learners both current and re-designated. Additionally, starting in fall 2014, we will be using our student information system to track foster youth who enroll in the school.

The highest concentration of students enrolled based on the 2013-14 data is 98.97% FRL. While a significant percentage, we have also disaggregated data for our English Language Learners who need to re-designate and/or may be re-designated but still require additional support to achieve goal of proficiency in English.

The additional funds under LCAP will be used to purchase technology to support implementation of Common Core, Lexile development through Achieve3000, and Accelerated Reader. In reflecting on previous years' data, we recognized the need to shore up the reading level of all of our students to ensure their success on internal benchmark assessments as well as SBAC Common Core. To that end, we have created a new ELA Common Core Implementation & Literacy Coach position which will serve as an in-class support to teachers and develop/implement systematic professional development for the staff focused on reading and reading skills development. The ELA CCSS Coach will support staff in analysis of data and planning to increase student achievement. Math has historically been an area for growth, and starting next year Math Common Core Implementation Coach will provide on-site support for math teachers.

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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.

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FY 2014-15 will be the first year of LCAP funding. We reassess the proportionality of percentage and level of impact next year.

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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.