

**§ 15497.5. Local Control and Accountability Plan and Annual Update Template.**

**Introduction:**

**LEA:** Alder Grove Charter School

**Contact:** Jenni Allen-SanGiovanni, Director, 707-268-0854

**LCAP Year:** 2015-16

***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

## **State Priorities**

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

### **A. Conditions of Learning:**

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

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

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

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

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

### **B. Pupil Outcomes:**

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

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

### **C. Engagement:**

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The School Leadership Team (SLT) meets monthly. It is made up of teachers and parents. They have regularly (Jan. Feb. March, April) reviewed goals, added information and discussed ways to get data supporting goals.</p> <p>The Governance Council, similar to a school board, has been updated on progress and asked for input 3 times during the year.</p> <p>A parent information session was held March 6 at school.</p> <p>Surveys were developed and given to staff, parents and students.</p> <p>Meeting with SPED and Math teacher to discuss services to SEPD students.</p>	<p><i>Addition of goal to redesign and update high school PE requirement under goal of : High school students will be career/college ready at graduation</i></p> <p><i>Safety training for all staff based on survey information</i></p> <p><i>Written invitation to staff to participate in GC meetings to learn about funding from teacher GC rep (March)</i></p> <p><i>Development of small group SPED Algebra course meeting twice per week for high school students needing to pass algebra.</i></p>
<p>Annual Update: 2014-15 school year Input from teacher/parent group at Leadership team meetings monthly ( Jan. Feb. March).</p> <p>Input from Governance Council at monthly meetings.</p> <p>Staff input at teacher group meetings monthly. Monthly teacher groups in the 14-15 school year focus on creating a-g classes, implementing parent trainings, career and college readiness and developing parent friendly guides to common core Standards. These teacher work groups come directly from the goals outlined in last year’s LCAP.</p>	<p>Annual Update: <i>Additions to plan based on input: Input from meetings, especially School Leadership Team led to the additional action steps in 2015-16 LCAP.</i></p>

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

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

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

<b>GOAL:</b>	<b>Goal #1</b> To enable all students to reach high standards in math, reading and writing	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____
--------------	---	--

<b>Identified Need:</b>	Scores of students taking LGL at the start of the school year and from past STAR assessments indicate a need for support in math and reading, teacher observations and writing screenings indicate a need for writing support
-------------------------	---

<b>Goal Applies to:</b>	Schools: All	Applicable Pupil Subgroups: All
-------------------------	--------------	---------------------------------

**LCAP Year 1: 2015-16**

<b>Expected Annual Measurable Outcomes:</b>	<b>Metric</b>	<b>Outcome</b>
	Math and Reading-scores on Let's Go Learn online assessment  Attendance rates have been 95%+	<i>80% of continually enrolled students will score higher after one full year of enrollment as evidenced by Let's Go Learn assessment</i>  Maintain 95%+ attendance rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>1.1</b> Purchase and train all teachers in using: Let's Go Learn (LGL)online assessment tool Add Math lab hours Train all teachers in Khan Academy</p> <p><b>1.2</b> Continue with Read Naturally and add as needed reading support for all student reading below grade level</p> <p><b>1.3</b> Continue Step up to Writing for students identified at lowest 30% of students in writing skills,</p> <p><b>1.4</b> Add Writing lab with workshops, mini lessons and one on one help</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify) _____</p>	<p><b>1.1</b> Increase hours as needed based on increased enrollment LGL \$13,000 Math lab Teacher salary: \$50,000 (.8 FTE)</p> <p><b>1.2</b> Increase hours as needed based on increased enrollment Reading Teacher Salary: \$30,000 (.5 FTE)</p> <p><b>1.3</b> Increase hours as needed based on increased enrollment Writing Teacher:\$12,000 (.2 FTE)</p>



<p>available for all students for writing assignments</p> <p>1.5 Facilities in good repair</p> <p>1.6 Employ and maintain high quality teachers</p> <p>1.7 Provide quality common core curriculum based on parent and teacher choice to all students as needed</p>			<p><b>1.4</b> Increase hours as needed based on increased enrollment Writing Lab: \$12,000 (.2 FTE)</p> <p>1.5 Maintenance salary: \$24,000 (6 hours a day) Materials and supplies: \$34,000</p> <p>1.6 Credentialed salaries: \$1,075,073.50</p> <p>1.7 \$385,104.89</p>
<p>1.8 Provide backpack and other school supplies as needed including access to technology either at school site or home,</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL ----- ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1.8 \$10,000: student materials</p>
<p>1.9 Reading, writing and math intervention with HQ teachers</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1.9 \$5,000: teacher salary (if needed, currently, no EL students enrolled)</p>

<p>1.10 Provide backpack and other school supplies as needed including access to technology either at school site or home</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1.10 \$10,000: student materials (if needed, currently 1 foster youth enrolled)</p>
<p>1.11 Reading, writing and math intervention with HQ teachers  1.12 Exit Exam prep on-line software</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1.11 \$5,000. (teacher salary)  1.12 \$4,000.00</p>

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p><b>Metric</b> Math and Reading-scores on Let's Go Learn online assessment  API-three year average: 716</p>	<p><b>Outcome</b> <i>80% of continually enrolled students will score higher after one full year of enrollment as evidenced by Let's Go Learn assessment</i>  <i>Raise API scores on comparable measure of SBAC results</i></p>	
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p><b><u>1.1</u></b> Purchase and train all teachers in using: Let’s Go Learn (LGL)online assessment tool Add Math lab hours Train all teachers in Khan Academy</p> <p><b><u>1.2</u></b> Continue with Read Naturally and add as needed reading support for all student reading below grade level</p> <p><b><u>1.3</u></b> Continue Step up to Writing for students identified at lowest 30% of students in writing skills,</p> <p><b><u>1.4</u></b> Add Writing lab with workshops, mini lessons and one on one help available for all students for writing assignments</p> <p><b><u>1.5</u></b> Students with disabilities will be instructed in executive functioning skills and basic algebra skills</p> <p>1.6 Employ and maintain high quality teachers</p> <p>1.7 Provide quality common core curriculum based on parent and teacher choice to all students as needed</p>	<p>School-wide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p><b><u>1.1</u></b> Increase hours as needed based on increased enrollment</p> <p><b><u>1.2</u></b> Increase hours as needed based on increased enrollment</p> <p><b><u>1.3</u></b> Increase hours as needed based on increased enrollment</p> <p><b><u>1.4</u></b> Increase hours as needed based on increased enrollment</p> <p><b><u>1.5</u></b> Increase hours as needed based on increased enrollment</p> <p>1.6 Credentialed salaries: \$1,107,325.00</p> <p>1.7 \$395,104.89 (based on enrollment)</p>
--	--------------------	---	--

<p>Provide backpack and other school supplies as needed including access to technology either at school site or home, Reading, writing and math intervention with HQ teachers</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p><i>\$10,000: student materials</i></p>
<p>Reading, writing and math intervention with HQ teachers  Reading, writing and math intervention with HQ teachers  Exit Exam prep on-line software</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p><i>\$5,000: teacher salary (if needed, currently, no EL students enrolled)</i></p>
<p>Provide backpack and other school supplies as needed including access to technology either at school site or home</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p><i>\$10,000: student materials (if needed, currently no foster youth enrolled)</i></p>

<p>Reading, writing and math intervention with HQ teachers</p> <p>Exit Exam prep on-line software</p>	<p>School-wide</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><u>  </u>Low Income pupils <u>  </u>English Learners</p> <p><u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)<u>  </u>Special Needs students</p>	<p>\$5,000. (teacher salary)</p>
---	--------------------	---	----------------------------------

**LCAP Year 3: 2017-18**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p align="center"><b><u>Metric</u></b></p> <p>Math and Reading-scores on Let’s Go Learn online assessment</p> <p>Attendance rates are 95%+</p>	<p align="center"><b><u>Outcome</u></b></p> <p>80% of continually enrolled students will score higher after one full year of enrollment as evidenced by Let’s Go Learn assessment</p> <p>Maintain 95%+ attendance rates</p>
--	--	---

<b>Actions/Services</b>	<b>Scope of Service</b>	<b><i>Pupils to be served within identified scope of service</i></b>	<b>Budgeted Expenditures</b>
<p><b><u>1.1</u></b> Purchase and train all teachers in using: Let’s Go Learn (LGL)online assessment tool Add Math lab hours Train all teachers in Khan Academy</p> <p><b><u>1.2</u></b> Continue with Read Naturally and add as needed reading support for all student reading below grade level</p> <p><b><u>1.3</u></b> Continue Step up to Writing for students identified at lowest 30% of students in writing skills,</p> <p><b><u>1.4</u></b></p>	<p>schoolwide</p>	<p><u>  </u>ALL</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><u>  </u>Low Income pupils <u>  </u>English Learners</p> <p><u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p><b><u>1.1</u></b> Increase hours as needed based on increased enrollment</p> <p><b><u>1.2</u></b> Increase hours as needed based on increased enrollment</p> <p><b><u>1.3</u></b> Increase hours as needed based on increased enrollment</p> <p><b><u>1.4</u></b></p>

<p>Add Writing lab with workshops, mini lessons and one on one help available for all students for writing assignments</p> <p><b>1.5</b> Students with disabilities will be instructed in executive functioning skills and basic algebra skills</p> <p>1.6 Employ and maintain high quality teachers</p> <p>1.7 Provide quality common core curriculum based on parent and teacher choice to all students as needed</p>			<p>Increase hours as needed based on increased enrollment</p> <p><b>1.5</b> Teacher salary: HQ Math teacher: \$2,000. SPED salary built into full time salary Materials: \$1200.00</p> <p>1.6 Credentialed salaries: \$1,107,325.00</p> <p>1.7 \$395,104.89 (based on enrollment)</p>
<p>1.8 Provide backpack and other school supplies as needed including access to technology either at school site or home, Reading, writing and math intervention with HQ teachers</p>	<p>schoolwide</p>	<p><input type="checkbox"/> ALL ----- ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1.8 \$10,000 as needed based on enrollment</p>
<p>1.9 Reading, writing and math intervention with HQ teachers and Exit Exam prep on-line software</p>		<p><input type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1.9 \$5,000 teacher salary and materials, as needed based on enrollment</p>

<p>1.10 Provide backpack and other school supplies as needed including access to technology either at school site or home</p>		<p><input type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1.10 \$5,000 teacher, as needed based on enrollment</p>
<p>1.13 Students with disabilities will be instructed in executive functioning skills</p> <p>1.14 Students with disabilities will be offered an algebra class.</p>	<p>Students with disabilities</p>	<p><input type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>1.13 Increase hours as needed based on increased enrollment \$2,000 GE teacher support (SPED built into full time salary)</p> <p>1.14 Salary for HQ math teacher: \$2000. Materials: \$1200.00 SPED salary built in to full time</p>

<p><b>GOAL:</b></p>	<p><b>Goal #2</b> Increase parent skills and knowledge in order to facilitate student learning at home</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_<u>X</u> 4_<u>X</u> 5_<u>X</u> 6__ 7__ 8_<u>X</u> COE only: 9__ 10__ Local: Specify _____</p>
<p><b>Identified Need:</b></p>	<p>To increase parent ability to teach at home</p>	
<p><b>Goal Applies to:</b></p>	<p><b>Schools:</b> All</p>	
	<p><b>Applicable Pupil Subgroups:</b> All</p>	
<p><b>LCAP Year 1: 2015-16</b></p>		
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>Metric</b> Progress measured by parent participation and feedback. Parent survey results</p>	<p><b>Outcome</b> Increased parent participation and feedback on success of workshops and classes</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Monthly Parent Workshops and Day Long Parent Workshops</p> <p>Weekly Parent classes focusing on teaching math and reading at home (primary grades)</p> <p>Common Core Standards guides for parents</p> <p>Update curriculum guides for parents</p> <p>Online parent support</p> <p>Teacher work group led by teacher-leader to plan and implement parent workshops</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$5000.00 for the 15-16 school year to cover food, guest speakers, printing</p> <p>\$7,500.00 Teacher salary for teaching workshops and teacher participation</p> <p>Created during 14-15 school year: cost for printing \$500</p> <p>Created during 14-15 school year: cost for printing \$500</p> <p>Tech director hours TBD as needed: \$1,000.00</p> <p>\$2000.00 teacher leader stipend</p>
		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	



**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<u>Metric</u> Progress measured by parent participation and feedback, parent survey results	<u>Outcome</u> Increased parent participation and feedback on success of workshops and classes	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Monthly Parent Workshops and Day Long Parent Workshops</p> <p>Weekly Parent classes focusing on teaching math and reading at home (primary grades)</p> <p>Common Core Standards guides for parents</p> <p>Update curriculum guides for parents</p> <p>Online parent support</p> <p>Teacher work group led by teacher-leader to plan and implement parent workshops</p> <p>Additional resources added as needed based on parent and staff feedback</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$5000.00 for the 16-17 school year to cover food, guest speakers, teacher time</p> <p>\$7,500.00 Teacher salary for teaching workshops</p> <p>Created during 14-15 school year: cost for printing \$500</p> <p>Updated during 14-15 school year: cost for printing \$500</p> <p>Tech director hours TBD as needed: \$1,000.00</p> <p>\$2000.00 teacher leader stipend</p> <p>Added as needed to meet newly developed actions based on parent and teacher feedback</p>

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	Progress measured by parent participation and feedback, parent survey results	<u>Outcome</u>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Monthly Parent Workshops and Day Long Parent Workshops</p> <p>Weekly Parent classes focusing on teaching math and reading at home (primary grades)</p> <p>Common Core Standards guides for parents</p> <p>Update curriculum guides for parents</p> <p>Online parent support</p> <p>Teacher work group led by teacher-leader to plan and implement parent workshops</p>		<p><u> x </u> ALL</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$5000.00 for the 16-17 school year to cover food, guest speakers, teacher time</p> <p>\$7,500.00 Teacher salary for teaching workshops</p> <p>Created during 14-15 school year: cost for printing \$500</p> <p>Updated during 14-15 school year: cost for printing \$500</p> <p>Tech director hours TBD as needed: \$1,000.00</p> <p>\$2000.00 teacher leader stipend</p> <p>Added as needed to meet newly developed actions based on parent and teacher feedback</p>

<b>GOAL:</b>	<b>Goal #3</b> To enable all High school students to be career/college ready at graduation	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local: Specify _____	
<b>Identified Need:</b>	Percentage of student completing CSU requirements, attending college or finding meaningful work (qualitative, no data exists)		
<b>Goal Applies to:</b>	<b>Schools:</b> All		
	<b>Applicable Pupil Subgroups:</b> All		
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p style="text-align:center;"><b>Metric</b></p> a) Student feedback, percent participation, b) percentage of UC/CSU eligible graduates, c) Internship progress measured by success of students in placement, employee and student feedback, d) number of classes submitted and approved by UC system for a-g inclusion, e) attendance rates	<p style="text-align:center;"><b>Outcome</b></p> a) Increase number of student taking career/college readiness five credit course b) Increase number of students meeting UC/CSU requirements met from 19% in the 13-14 school year to 20% in the 14-15 c) 5% increase in participation in career readiness course or internship d) Development, submission and approval of a-g approved classes, e) Maintain 95+% attendance rates	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Internship program  Career awareness  a-g classes  College counseling  Career/college readiness (CCR) required course  Develop pre-placement training component and placement protocol for student internships	School-wide emphasis on students who are first in their family to attend college	X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	College/Career counselor \$48,000 .6 FTE

Increase number of students who graduate with UC/CSU requirements met	Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	HQ teachers, curriculum \$10,000.00 depending on enrollment
Develop, submit and get approved a-g classes for all core areas	Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3500 teacher stipends for creating courses, \$2000 teacher travel to a-g conference If needed, \$1500 teacher work group leader stipend
Develop standards aligned requirements and course descriptions for high school students in PE: monthly teacher work group meetings	Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1500 teacher work group leader stipend

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<p align="center"><b>Metric</b></p> Student feedback, percent participation, percentage of UC/CSU eligible graduates, Internship progress measured by success of students in placement, employee and student feedback, number of classes submitted and approved by UC system for a-g inclusion, attendance rates	<p align="center"><b>Outcome</b></p> 5% Increased enrollment in a-g approved classes, 5% increase in participation in career readiness course or internship	
<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>

<p>Internship program</p> <p>Career awareness</p> <p>a-g classes</p> <p>College counseling</p> <p>Career/college readiness (CCR) required course</p> <p>Develop pre-placement training component and placement protocol for student internships</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>College/Career counselor</p> <p>\$51,000</p> <p>.6 FTE</p>
		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<b>LCAP Year 3: 2017-18</b>				
<b>Expected Annual Measurable Outcomes:</b>	<b><u>Metric</u></b>	<b><u>Outcome</u></b>		
	Student feedback, percent participation, percentage of UC/CSU eligible graduates, Internship progress measured by success of students in placement, employee and student feedback, number of classes submitted and approved by UC system for a-g inclusion, attendance rates	5% Increased enrollment in a-g approved classes, 5% increase in participation in career readiness course or internship		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>		<b>Budgeted Expenditures</b>
Internship program Career awareness a-g classes College counseling Career/college readiness (CCR) required course Develop pre-placement training component and placement protocol for student internships		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		College/Career counselor \$54,000 .6 FTE

		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<b>GOAL:</b>	<b>Goal #4</b> All teachers who serve high school students will be HQ in the four core areas by June 2016		Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ 4_ 5_ 6_ 7_ 8_ COE only: 9_ 10_ Local: Specify _____
	<b>Identified Need:</b>	To enable all students to be taught by Highly Qualified staff	
<b>Goal Applies to:</b>	<b>Schools:</b>	All	

Applicable Pupil Subgroups: All			
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	<b>Metric</b> Percentage of teachers who are HQ in all courses taught	<b>Outcome</b> 100% of teachers serving high school students will have HQ through VPSS by the end of the 2015-16 School year, Continue to monitor for compliance with new hires	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
All teachers serving high school students will complete VPSS courses in the areas that they are not HQ in.  Review and verify that all high school teachers (including new hires) HQ in all four core areas	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$400.00 per VPSS course : \$4800.00 (more or less if needed)
<b>LCAP Year 2: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	<b>Metric</b> Percentage of teachers who are HQ in all courses taught	<b>Outcome</b> Continue to monitor for compliance with new hires	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
All teachers serving high school students will complete VPSS courses in the areas that they are not HQ in.	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	As needed based on new hires, teachers wanting to serve high school students: estimate \$4000.00  Review and verify that all high school teachers HQ in all four core areas
<b>LCAP Year 3: 2017-18</b>			



Expected Annual Measurable Outcomes:	<u>Metric</u> Percentage of teachers who are HQ in all courses taught	<u>Outcome</u> Continue to monitor for compliance with new hires	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All teachers serving high school students will complete VPSS courses in the areas that they are not HQ in.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	As needed based on new hires, teachers wanting to serve high school students: estimate \$4000.00  Review and verify that all high school teachers HQ in all four core areas

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

## Annual Update

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

**Guiding Questions:**

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

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

Original GOAL from prior year LCAP:	<b>Goal #1</b> Each student who is continually enrolled in our school for 6+ months will increase their individual math and reading score as indicated on LGL online assessment		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 ___ 8 <u>X</u> COE only: 9___ 10___ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<b>Metric</b> Math and Reading-scores on Let's Go Learn online assessment	<b>Outcome</b> Baseline	Actual Annual Measurable Outcomes:	38% of all students tested in LGL from August through December were low in reading comprehension (District Awareness Profile Graph) 38% of all students tested in LGL from August through December were below grade level in all five NCTM strands. (District Awareness Profile Graph)
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
<b>1.1</b> Purchase and train all teachers in using: Let's Go Learn (LGL)online assessment tool Add Math lab hours Train all teachers in Khan Academy		<b>1.1</b> <i>Purchase of LGL assessment and instruction:                  \$10,000                  AS Coordinator (.2 FTE): \$8000                  HQ Math AS instructor(25 hours per week):\$34,000</i>	Purchase and train all teachers in using: Let's Go Learn (LGL)online assessment tool Add Math lab hours  <b>1.1</b> <i>Purchase of LGL assessment and instruction:                  \$10,000                  AS Coordinator (.2 FTE): \$8000                  HQ Math AS instructor(25 hours per week):\$34,000</i>	

<p><b><u>1.2</u></b> Continue with Read Naturally and add as needed reading support for all student reading below grade level</p> <p><b><u>1.3</u></b> Continue Step up to Writing for students identified at lowest 30% of students in writing skills,</p> <p><b><u>1.4</u></b> Add Writing lab with workshops, mini lessons and one on one help available for all students for writing assignments</p> <p><b><u>1.5</u></b> Students with disabilities will be instructed in executive functioning skills</p>	<p><b><u>1.2</u></b> <i>Reading Instructor(.4) to work with students identified as low performing individually and in small groups, \$20,000</i></p> <p><b><u>1.3</u></b> <i>Writing Instructor(.4)to work with students identified as low performing individually and in small groups, \$20,000</i></p> <p><b><u>1.4</u></b> Writing Lab will be open to all students for editing and writing help as needed for other classes, \$5,000 (materials + hourly lab instructor)</p> <p><b><u>1.5</u></b> RST partners with general ed. teacher for small group instruction, \$4,000 GE salary,</p>	<p>Continue with Read Naturally and add as needed reading support for all student reading below grade level</p> <p>Add On-line component: Read Live for student use at home</p> <p>Continue Step up to Writing for students identified at lowest 30% of students in writing skills,</p> <p>Three hours were available for drop in help with assignments, mostly from on site English class, not well attended, need to redesign time/day/format for more participation</p> <p>Students with disabilities will be instructed in executive functioning skills, class was held twice per week, good results for those who attended, may re-do time of day for more participation next year</p>	<p><b><u>1.2</u></b> <i>Reading Instructor(.4) to work with students identified as low performing individually and in small groups, \$20,000</i></p> <p><i>Writing Instructor(.4)to work with students identified as low performing individually and in small groups, \$20,000</i></p> <p>\$5,000 teacher salary</p> <p>RST partners with general ed. teacher for small group instruction, \$4,000 GE salary,</p>
---	---	---	---

		RST part of FTE			RST part of FTE
Scope of service:	School-wide		Scope of service:		
X_ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide backpack and other school supplies as needed including access to technology either at school site or home, Reading, writing and math intervention with HQ teachers		10,000: student materials	Back packs and school supplies ordered as needed for all students, chromebooks and refurbished laptops checked out for home use		Estimate: \$5,000 for supplies \$3,000.00 for tech
Scope of service:	School-wide		Scope of service:		
__ALL			__ALL		
OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Reading, writing and math intervention with HQ teachers		\$5,000: teacher salary (if needed, currently, no EL students enrolled)	Not needed this year		
Scope of	School-wide		Scope of		

service:			service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide backpack and other school supplies as needed including access to technology either at school site or home	<i>\$10,000: student materials (if needed, currently no foster youth enrolled)</i>		None needed, no foster students enrolled		
Scope of service:	School-wide		Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<i>Reading, writing and math intervention with HQ teachers Exit Exam prep classes</i>	<i>\$5,000. (teacher salary)</i>		None needed, no foster students enrolled		
Scope of service:	School-wide		Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
--	---

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> <li>We will increase math lab hours from 22 to 30 hours per week for the 15-16 school year: \$10,000 salary</li> <li>We will add additional writing lab drop in hours. Budget: \$4,500 salary</li> <li>We will add a SPED Keys to Algebra class structured much like the Executive Functioning class. Will revise time of EF class to allow more participation if possible: GE teacher salary: \$2,200</li> <li>We will review need and use of laptops and chrome books in the home to enable students with the most need have access to technology: unknown expense, based on need \$5,000?</li> <li>We will monitor more closely student participation in Academic support programs, like LGL and exit exam prep: no cost</li> <li>We will train all teachers in the connection between LGL and Khan Academy and ensure all teachers are competent in using Khan: no cost, part of teacher training in August</li> </ul>
--	---

Original GOAL from prior year LCAP:	<b>Goal #2</b> Give parents the needed tools to successfully teach their children at home Monthly Parent Workshops Weekly Parent classes focusing on teaching math and reading at home (primary grades) Common Core Standards guides for parents Update curriculum guides for parents Online parent support	Related State and/or Local Priorities: 1__ 2_X 3_X 4_X 5_X 6__ 7__ 8_X COE only: 9__ 10__  Local : Specify _____
-------------------------------------	---	--

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
------------------	--------------	---------------------------------

<p>Expected Annual Measurable Outcomes:</p>	<p><b>Metric</b> Progress measured by parent participation and feedback</p>	<p><b>Outcome</b> Baseline, data collected on number of parents participating in workshops</p>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• 13 out of 42 parent survey respondents attended at least one Parent workshop (question was worded incorrectly with agree/disagree instead of yes/no, many respondents skipped it)</li> <li>• 81% (57 out of 70) felt like they were encouraged to attend Parent Workshops, events and groups.</li> <li>• 21% (out of 52) did not attend because they weren't aware in time to schedule.</li> <li>• 29% did not attend because they weren't interested in the topics</li> <li>• 50% did not attend because the time/day didn't work.</li> </ul>
---	---	--	---	---

**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Monthly Parent Workshops and Day Long Parent Workshops</p> <p>Weekly Parent classes focusing on teaching math and reading at home (primary grades)</p> <p>Common Core Standards guides for parents</p> <p>Update curriculum guides for parents</p> <p>Online parent support</p>	<p>\$5000.00 for the 15-16 school year to cover food, guest speakers, teacher time</p> <p>\$7,500.00 Teacher salary for teaching workshops</p> <p>Created during 14-15 school year: cost for printing \$500</p>	<p>Monthly Parent Workshops and Day Long Parent Workshops were held on a variety of topics, budget must be more clearly defined before school year</p> <p>Weekly Parent classes focusing on teaching math and reading at home (primary grades): Classes were held for Reading not Math. Math will be added next year. Need to increase participation.</p> <p>Common Core Standards guides for parents were created.</p> <p>Update curriculum guides for parents was completed.</p>	<p>\$7,500.</p> <p>\$4,500.</p> <p>\$500 (half teacher stipend for work group, teacher task was developing</p>



Teacher work group led by teacher-leader to plan and implement parent workshops		Created during 14-15 school year: cost for printing \$500  Tech director hours TBD as needed: \$1,000.00  \$1500.00 teacher leader stipend	Online parent support: was not worked on, Teacher Work Group will continue to explore ways to bring training to parent online.	common core report cards)	
Scope of service:	School-wide		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Scope of service:			Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress		<ul style="list-style-type: none"> <li>Strongly recommend to parents at Orientation to attend Teaching Your Child to Read Workshops (grades k-1) and Teaching Math at Home ( grades 4-5) (no cost: already budgeted in salaries)</li> </ul>			

and/or changes to goals?	<ul style="list-style-type: none"> <li>• Develop clear consistent budget to be used for yearlong planning of parent workshops and events. (no cost)</li> <li>• Work on ideas for presenting information to parents online. (no cost)</li> <li>• Add Teaching math at Home workshop for parents and students grade 4-5 (\$2,500 for salary and materials)</li> </ul>
--------------------------	---

Original GOAL from prior year LCAP:	<b>Goal #3</b> Career/college readiness opportunities including Internship/apprenticeship program for high school students, progress measured by success of students in placement, employee and student feedback	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local : Specify _____
-------------------------------------	---	--

Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
------------------	---

Expected Annual Measurable Outcomes:	<u>Metric</u> Student feedback, percent participation in college counseling, graduation rate, dropout rate, participation in CSU requirements and a-g course completion	<u>Outcome</u> Baseline	Actual Annual Measurable Outcomes:	Graduation rate: Increase from 13-14: 67.3% grad rate Decrease dropout rate: 13-14 9.6% (cohort model used)  14% of 9-12th grade students met with college counselor: goal increase to 20% for 15-16 school year  4.2% of student participated in an internship or job shadow: goal: increase to 6% for 15-16 school year  19% of 13-14 graduates met CSU requirements goal: increase: 20% for 15-16 school year (14-15 data not available yet)
--------------------------------------	--	----------------------------	------------------------------------	--

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Internship program</p> <p>Career awareness</p> <p>a-g classes</p> <p>College counseling</p> <p>Career/college readiness (CCR) required course</p> <p>Develop pre-placement training component and placement protocol for student internships</p> <p>Increase number of students who graduate with UC/CSU requirements met from 19% in the 13-14 school year to 20% in the 14-15</p> <p>Develop, submit and get approved a-g classes for all core areas</p>	<p>\$48,000 salary for Career/College counselor .6 FTE</p> <p>\$3500 teacher stipends for creating courses,</p> <p>\$2000 teacher travel to a-g conference If needed,</p> <p>\$1500 teacher</p>	<p>Internship program developed and in place</p> <p>Career awareness developed through internship program and career/college readiness course/explore more ways to get information out there</p> <p>a-g classes are being developed, 5 were submitted in May 2015</p> <p>College counseling is being done by apt. using Navigator and other online programs</p> <p>Career/college readiness (CCR) required course description developed, graduation requirement for class of 2018 and beyond</p> <p>Developed pre-placement training component and placement protocol for student internships</p> <p>Increase number of students who graduate with UC/CSU requirements met from 19% in the 13-14 school year to 20% in the 14-15: unknown until after graduation</p>	<p>\$48,000 salary for Career/College counselor .6 FTE</p> <p>\$875 teacher stipends for creating courses,</p> <p>\$2000 teacher travel to a-g conference If needed,</p> <p>\$1500 teacher work group leader stipend</p>
<p>Scope of service:</p>	<p>School-wide</p>	<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Original GOAL from prior year LCAP:	<b>Goal #4</b> All teachers who serve high school students will be HQ in the four core areas by June 2016	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<u>Metric</u> Percentage of teachers who are HQ in all courses taught	<u>Outcome</u> 27% of teachers were HQ in all four subject areas at the start of the 14-15 school year	Actual Annual Measurable Outcomes:
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures

All teachers working with high school students will be HQ in the four core areas by May 2016		\$10,000 including tuition for VPSS courses and teacher stipends	Ten teachers took courses towards HQ in all four subject areas, a total of 12 courses were taken by teachers.	\$4800.00 (as of April 2015) 12 courses have been taken
Scope of service:	School-wide		Scope of service:	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service:			Scope of service:	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

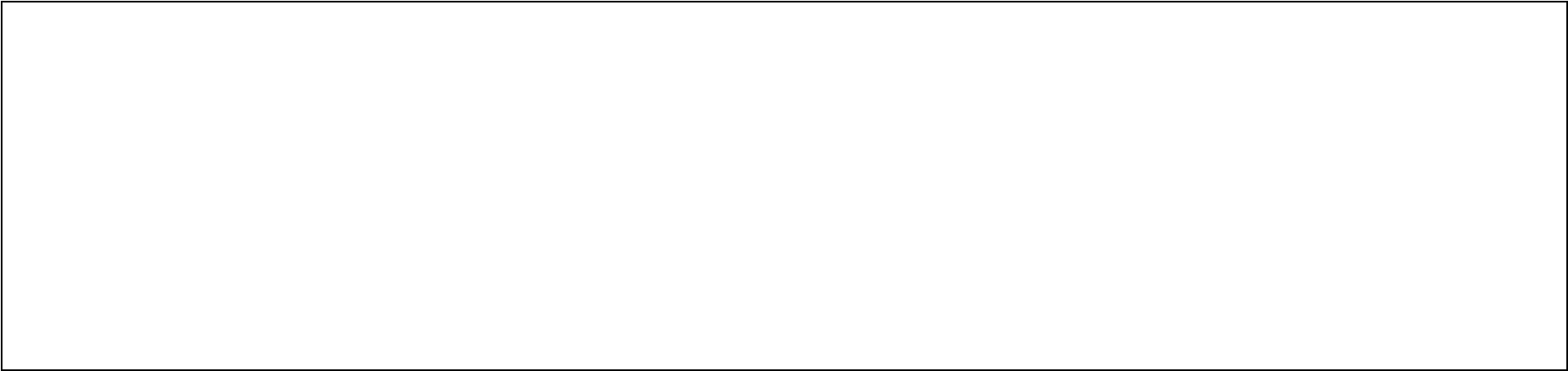
**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 82,039
<b>2015-16 Estimate:</b> \$ 82,039	
Minimum Proportionality Percentage: 10.65%	
College/Career Readiness Staff (.25 FTE School Coordinator): \$24,000: The College/Career coordinator will ensure that all students have access to information about college and career options including coursework, workshops and online programs especially those who are first in their families to graduate and/or attend college.	
School director: \$20,000: part of fulltime director salary to manage and monitor programs for student success	
Resource Specialist: \$5,000: part of full time RST salary to develop and teach small group courses for students with disabilities and all students in academic success including executive functioning skills	
Administrative Salary for Academic Support Advisor (.25 FTE School Coordinator): \$24,000.00: The Academic Support Advisor will monitor both online and on-site participation of all identified students to ensure compliance with mandatory academic support services. This staff member will work with students individually to create success plans based on academic needs and support services to include on-site small group, one on one tutoring, online instruction, etc	
HQ Reading Instructor: \$11,000: The HQ Reading instructor will offer individual instruction to identified students.	





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

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

10.65	%
<b>2015-16 Estimate:</b> \$ 82,039 Minimum Proportionality Percentage 10.65%	
AGCS continues to rent additional space to make sure the needs of all students are being met as far as sufficient space to offer math, reading and writing small group and one on one instruction. Students in need will be provided with technology to use at home to include ability to access online instruction in math, reading, writing, facilitate regular communication with teacher and increase technological skills in order to be prepared for assessment and career/college. Academic support classes including math, reading, writing and exit exam prep will be offered to all students. Additional sessions will be added for UP students based on academic need.	

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.

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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

8-22-14 [California Department of Education]