

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

### **Introduction:**

**LEA:** Ocean Grove Charter School **Contact (Name, Title, Email, Phone Number):** Eric Schoffstall, Education Coordinator, eschoffstall@ieminc.org, 800-979-4436 **LCAP Year:** 2015

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

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>Advisory Committee and Community Meetings / Correspondence:</p> <p>Our school services independent study students in multiple counties. Since we do not have traditional “brick and mortar” school sites, our best form of communication includes web-postings, email Listserves, training videos, on-line meetings, and phone conferences.</p>	
<p>2/19/14: LCFF/LCAP School Specific Webpage was created along with an informational video for all stakeholders. This webpage was posted on our main school webpage and houses up-to-date information about the LCAP development process, ways to submit questions and comments to the school LCAP Advisory Committee, Stakeholder Surveys, and frequently asked questions. The link to this webpage was sent out to all stakeholders via a school-wide Listserve, and reminder Listserves to check the link for updates are sent out.</p>	<p>Served as a way to inform, educate, and gather input &amp; feedback from stakeholders: parents, students, community partners, community, teachers (Education Specialists), non-certificated staff, administration, and foster youth agencies.</p> <p>Informational video (presented by Accountability Coordinator) explained the Local Control Funding Formula, the 8 State Priorities, and the LCAP Development Process.</p>
<p>2/20/14: Email Listserves were sent out to request volunteer stakeholders to serve on an LCAP Advisory Committee. Committee positions include:            School WASC Coordinator , Parent Council member, (multiple) Parent Advisor (Parent or Guardian of one or more students: Low Income; Foster Youth; English Learner);            Classified Staff; Curriculum Director; Assessment Coordinator; Executive Director,</p>	<p>Qualitative feedback was gathered from stakeholders via a Stakeholder Survey. The results of this survey were reviewed by the school LCAP Advisory Committee and posted for stakeholder review on the LCFF/LCAP webpage. Stakeholders have the ability to send comments and questions to the Advisory Committee via a link on this webpage, including anonymous submissions if desired.</p>

Involvement Process	Impact on LCAP
Literacy Specialist, Education Specialists(ES) (Teachers); Student(s) (representing one or more subgroup); Title 3 Coordinator; Guidance Counselor; Other Community Partners.	
3/18/14: LCAP Informational Meeting was held online. Information about the meeting was posted on school website, ESs (teachers) were asked to inform families of the meeting date, and multiple email Listserves were sent out, including invitations to sponsoring district Superintendent.	Served as additional way to inform, educate, and gather input & feedback from stakeholders. Presentation was presented by Accountability Coordinator who explained the Local Control Funding Formula, the 8 State Priorities, and the LCAP Development Process, including a solicitation for volunteers to serve on the LCAP Advisory Committee.
3/28/14: Welcome electronic letters were sent out to all LCAP Advisory Committee volunteers with a "packet" (Google Drive Folder) of information to review including detailed descriptions of the 8 state priorities, quantitative and qualitative data about the school organized by state priority impact, and a list of questions and comments from other stakeholders submitted through the school LCFF/LCAP webpage.	"Handouts" provided additional details about the state priorities and relevant data about the current performance of the school and student subgroups. Advisory Committee members were able to begin to communicate and collaborate with their committee team-members about relevant critical areas needing to be addressed in the school.
4/9/14: Held formal LCAP Advisory Committee Meeting (teleconference and live webinar). Advisory Committee members posted questions and comments throughout the collaborative documents, read and responded to their teammate's comments and questions.	Focused on Critical Needs based on quantitative and qualitative data gathered and reviewed. Focused on 8 state priorities in relation to critical needs. Focused on "high needs" students. Discussed programs and services to address critical areas, high needs students, and state priorities. Discussed Supplemental Funds, purpose, approximate amount and goals for funding distribution. What eventually began to surface was the beginning formation of the below goals and action steps. Committee collaboration is ongoing via Google Drive Documents.
5/9/14: Informational meeting with DELAC Committee. A translator was available.	Meeting was hosted by Title 3 Coordinator. Served as additional way to inform, educate, and gather input & feedback from DELAC. DELAC was informed of the importance of their involvement and feedback in the development of the LCAP. Committee was shown where to access all documents and told the process for a translator to go over any new documents that are posted. DELAC members can submit questions and comments in their primary language and school will translate to share with LCAP Advisory Committee.
4/25/14, 5/2/14, 5/9/14, 5/16/14, 5/23/14: LCAP Advisory Committee Progress Check Phone / Web Meetings	Weekly teleconference and/or emails serves as a live check-in for committee members to touch base regarding the progress of goal and action step development. Team also reviews any new questions or comments from school stakeholders outside the LCAP Advisory Committee and discusses how to integrate suggestions from stakeholders into the action steps.
5/1-6/13/14 Draft LCAP Posted on School Website for all stakeholder review and final comment; presented to Parent Council and DELAC Committee for review and final comment	LCAP Advisory Committee reads and discusses questions and comments from stakeholders, Parent Council and DELAC Committee. Minor adjustments are made to LCAP Action Steps to prepare for final draft of LCAP submission.

## **Section 2: Goals and Progress Indicators**

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

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

### **Guiding Questions:**

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal 1: In order to increase the percentage of students who are on track to graduate college and career ready, there is a need to:</p> <p>1A) Increase percentage of students graduating from high school with UC(A-G) transcript (current A-G Completion is 3%). 2014 Survey indicated that 59% of our students planned to go directly to a UC/CSU after graduation. We need to close this gap and ensure our students are graduating prepared for college.</p> <p>2014 survey revealed 92% of our students Agree or Strongly Agree that attending College after high school is important.</p> <p>1B) Increase percentage of students</p>	<p>Goal 1: Increase percent of students who are on-track to graduate college and career ready</p>	All Students	School-Wide (see justification statement)	<p>1A) Establish math and ELA proficiency baselines as measured by the CAASPP.</p> <p>Increase percentage of students graduating from high school with UC (A-G) transcript. Beginning with the Class of 2018, 15% will be working toward completing either the UC/CSU course pattern or a CTE pathway.</p> <p>1B) Increase the number of teachers credentialed to teach CTE courses by 2% over previous year</p>	<p>1A) To be determined using 2014-15 baseline data.</p> <p>Increase percentage of students graduating from high school with UC (A-G) transcript. Class of 2019, 18% will be working toward completing either the UC/CSU course pattern or a CTE pathway (3% increase over previous year).</p> <p>1B) Increase the number of students completing CTE courses by 1% over previous year</p> <p>1C) Increase</p>	<p>1A) To be determined using 2014-15 baseline data.</p> <p>Increase percentage of students graduating from high school with UC (A-G) transcript. Class of 2020, 21% will be working toward completing either the UC/CSU course pattern or a CTE pathway (3% increase over previous year).</p> <p>1B) Increase the number of students completing CTE courses by 1% over previous year</p> <p>1C) Increase</p>	<p>State Priorities: 1, 2, 4, 5, 6, 7, 8 Basic services, Implementation of State Standards, Pupil Achievement, Pupil Engagement, School Climate, Course Access, Other Pupil Outcomes</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>participating in CTE classes (current percentage 0%)</p> <p>2014 survey revealed 49% of our stakeholders indicated our school needs a larger offering of quality courses for our students to attend.</p> <p>1C) Increase professional development for teachers (ESs) and parent-educator training focused on delivering high quality instruction aligned with Common Core State Standards and Career &amp; Technical Training Programs. (current trained AP teachers on staff: 0; current CTE credentialed teachers on staff: 0)</p> <p>2014 survey revealed 44% of our stakeholders feel our</p>					<p>1C) Increase training programs, classes, webinars, and/or sessions for ESs and Parent Educators to minimum of 3 per year.</p> <p>Increase the attendance / participation rates for Parent Educator online Trainings to a minimum of 10% of parent population and 100% ES participation</p>	<p>training programs, classes, webinars, and/or sessions for ESs and Parent Educators to minimum of 4 per year.</p> <p>Increase the attendance / participation rates for Parent Educator online Trainings to a minimum of 15% parent population and 100% ES participation</p>	<p>training programs, classes, webinars, and/or sessions for ESs and Parent Educators to minimum of 5 per year.</p> <p>Increase the attendance / participation rates for Parent Educator online Trainings to a minimum of 20% parent population and 100% ES participation</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
school needs additional training for parents (32% indicated they felt we needed more training for our ESs). Top requests included: (39%) Curriculum and Instruction Methods; (23%) Interventions and Support Programs; (21%) High School Guidance. Participation in trainings has been an issue.								
2A) Data reveals percentage of LI students who are scoring at or above proficiency in Reading and Math is significantly lower than non-economically disadvantaged students.  2B) Data reveals a high percentage of our students need Intensive Instructional Supports in reading	Goal 2: Close the achievement gap in the low performing students in English and Math.	All Students	School-Wide (see justification statement)		2A) Increase the percentage of proficient LI students by 2% over previous year  2B) Decrease percentage of students needing intensive supports by 2% from previous year in Math and Reading	2A) Increase the percentage of proficient LI students by 2% over previous year  2B) Decrease percentage of students needing intensive supports by 2% from previous year in Math and Reading	2A) Increase the percentage of proficient LI students 2% over previous year  2B) Decrease percentage of students needing intensive supports by 2% from previous year in Math and Reading	State Priorities: 1, 2, 3, 4, 5, 6, 7, 8 Basic services, Implementation of State Standards, Parental Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>and math based on the number of students scoring Below Basic and Far Below Basic on Statewide Assessments.</p> <p>2C) CaHSEE data shows 66% and 68% LI students passed Math and ELA (respectively) on first attempt, versus 93% &amp; 93% non-LI students passed Math and ELA (respectively) on first attempt.</p>					2C) Increase 10th Grade CaHSEE Pass Rate in ELA and Math by 2% over previous year	2C) Increase 10th Grade CaHSEE Pass Rate in ELA and Math by 2% over previous year	2C) Increase 10th Grade CaHSEE Pass Rate in ELA and Math by 2% over previous year	
<p>3A) Data reveals some improvement in CELDT scores and little gains on local assessments for our EL students.</p> <p>3B) CaHSEE data for EL students shows 60% of EL students passed math on first attempt and 40% of EL students passed ELA on first attempt.</p>	Goal 3: Increase the percentage of EL students who achieve proficiency in English Language Arts and Math.	EL Students	School-Wide (see justification statement)		<p>3A) Increase ELs making progress on the CELDT (AMAO 1) by 1% over prior year.</p> <p>3B) Increase the percentage of EL students passing CAHSEE on first attempt by 2% over previous year</p>	<p>3A) Increase ELs making progress on the CELDT (AMAO 1) by 1% over prior year.</p> <p>3B) Increase the percentage of EL students passing CAHSEE on first attempt by 2% over previous year</p>	<p>3A) Increase ELs making progress on the CELDT (AMAO 1) by 1% over prior year</p> <p>3B) Increase the percentage of EL students passing CAHSEE on first attempt by 2% over previous year</p>	State Priorities: 1, 2, 4, 5, 7, 8 Basic services, Implementation of State Standards, Pupil Achievement, Pupil Engagement, Course Access, Other Pupil Outcomes

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	
3C) Ensure all EL Students can access the core curriculum.					3C) Establish math and ELA proficiency baselines as measured by the CAASPP.	3C) To be determined using 2014-15 CAASPP baseline data.	3C) To be determined using 2014-15 CAASPP baseline data.	

### **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
Goal 1: Increase percent of students who are on-track to graduate college and career ready	State Priorities: 1, 2, 4, 5, 6, 7, 8 Basic services, Implementation of State Standards, Pupil Achievement, Pupil Engagement, School Climate, Course Access, Other Pupil Outcomes	1A) Provide supplemental CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation (such as Study Island) 2. 1A) Provide supplemental CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation (such as Study Island) 3. 1A) Provide supplemental CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation (such as Study Island)			CCSS Supplemental Instructional Material 0000: Unrestricted Supplemental \$20,000	CCSS Supplemental Instructional 0000: Unrestricted Supplemental \$40,000	CCSS Supplemental Instructional Material: 0000: Unrestricted Supplemental \$20,000
		1A-1B) Provide online courses at a reduced rate to IF accounts to broaden students' access to affordable quality courses 2. 1A-1B) Provide online courses at a reduced rate to IF accounts to broaden students' access to affordable quality courses 3. 1A-1B) Provide online courses at a reduced rate to IF accounts to broaden students' access to affordable quality courses			Increase affordable A-G / CTE online course offerings; Instructor Fees for Online courses 0000: Unrestricted Supplemental \$50,000	Increase affordable A-G / CTE online Course Offerings; Instructor fees for online courses: 0000: Unrestricted Supplemental \$80,000	Offerings; Instructor fees for online courses: 0000: Unrestricted Supplemental \$55,000

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
		<p>1A-1C) Provide professional learning development to ESs to increase access to A-G courses, career technical education courses, work-based learning experiences, and Next Generation Science Standards in order to expand the opportunities for students.</p> <p>2. 1A-1C) Provide professional learning development to ESs to increase access to A-G courses, career technical education courses, work-based learning experiences, and Next Generation Science Standards in order to expand the opportunities for students.</p> <p>3. 1A-1C) Provide professional learning development to ESs to increase access to A-G courses, career technical education courses, work-based learning experiences, and Next Generation Science Standards in order to expand the opportunities for students.</p>			<p>Professional Development (VPSS, In-House Training on Eluminate, CTE credentialing...) 0000: Unrestricted Supplemental \$9,000</p>	<p>Professional Development (VPSS, In-House Training, CTE Credentialing...) 0000: Unrestricted Supplemental \$5,000</p>	<p>Professional Development (VPSS, In-House Training, CTE Credentialing...) 0000: Unrestricted Supplemental \$5,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>1C) Provide on-going parent training on methodology, state standards, high-school guidance, career and college readiness, and intervention support services.</p> <p>2. 1C) Provide on-going parent training on methodology, state standards, high-school guidance, career and college readiness, and intervention support services.</p> <p>3. 1C) Provide on-going parent training on methodology, state standards, high-school guidance, career and college readiness, and intervention support services.</p>			<p>Parent Training; facilities rental, staff salaries, consultant fees, materials fees 0000: Unrestricted Supplemental \$2,000</p>	<p>Parent Training; facilities rental, staff salaries, consultant fees, materials fees: 0000: Unrestricted Supplemental \$2,000</p>	<p>Parent Training; facilities rental, staff salaries, consultant fees, materials fees: 0000: Unrestricted Supplemental \$1,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2: Close the achievement gap in the low performing students in English and Math.	State Priorities: 1, 2, 3, 4, 5, 6, 7, 8 Basic services, Implementation of State Standards, Parental Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, Other Pupil Outcomes	2A) a) All students (especially LI) are provided access to a computer, printer, iPad, math educational software programs, FREE math learning website links, online math programs, Internet access, and all related equipment for use of technology, if requested b) Professional development training is provided to teachers and students to use various online enrichment software c) Parents, staff, and students participate in online training			Increased access to technology: Additional Technology & Online Programs for Intensive Support (such as Academy of Reading and Math, Lexia, iReady...) 0000: Unrestricted Supplemental \$20,000	Increased access to technology: Additional Technology & Online Programs for Intensive Support (such as Academy of Reading and Math, Lexia, iReady...): 0000: Unrestricted Supplemental \$20,000	Increased access to technology: Additional Technology & Online Programs for Intensive Support (such as Academy of Reading and Math, Lexia, iReady...): 0000: Unrestricted Supplemental \$20,000

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
		<p>2. 2A) a) All students (especially LI) are provided access to a computer, printer, iPad, math educational software programs, FREE math learning website links, online math programs, Internet access, and all related equipment for use of technology, if requested b) Professional development training is provided to teachers and students to use various online enrichment software c) Parents, staff, and students participate in online training</p>					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>3. 2A) a) All students (especially LI) are provided access to a computer, printer, iPad, math educational software programs, FREE math learning website links, online math programs, Internet access, and all related equipment for use of technology, if requested b) Professional development training is provided to teachers and students to use various online enrichment software c) Parents, staff, and students participate in online training</p>					
		<p>2A) Implement a comprehensive assessment system comprised of screening, diagnostic, and progress monitoring tools as part of a program to monitor all students. 2. 2A) Implement a comprehensive assessment system comprised of screening, diagnostic, and progress monitoring tools as part of on-going program to monitor all students</p>			<p>Comprehensive Support Tools as such AIMSWeb; Developmental Reading and Math Placement Evaluations; Other Embedded Diagnostic Assessments</p> <p>0000: Unrestricted Supplemental \$7,000</p>	<p>Comprehensive Support Tools: such as AIMSWeb, Developmental Reading and Math Placement Evaluations; Other Embedded Diagnostic Assessments:</p> <p>0000: Unrestricted Supplemental \$7,000</p>	<p>Comprehensive Support Tools: such as AIMSWeb, Developmental Reading and Math Placement Evaluations; Other Embedded Diagnostic Assessments:</p> <p>0000: Unrestricted Supplemental \$7,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. 2A) Implement a comprehensive assessment system comprised of screening, diagnostic, and progress monitoring tools as part of on-going program to monitor all students					
		2A-2B) Provide Intensive Support Supplemental Curriculum to students needing intensive supports. 2. 2A-2B) Provide Intensive Support Supplemental Curriculum to students needing intensive supports. 3. 2A-2B) Provide Intensive Support Supplemental Curriculum to students needing intensive supports.			Intensive Support Curriculum (Interventions) 0000: Unrestricted Supplemental \$30,000	Intensive Support Curriculum (Interventions) 0000: Unrestricted Supplemental \$30,000	Intensive Support Curriculum (Interventions) 0000: Unrestricted Supplemental \$30,000
		2B) Hire and train an Intensive Program Monitor to assist Teachers (ESs) and Parents monitor student progress and program usage in intensive programs. 2. 2B) Maintain Intensive Program Monitor to assist Teachers (ESs) and Parents monitor student progress and program usage in intensive programs.			Intensive Program Monitor Salary 0000: Unrestricted Supplemental \$10,000	Intensive Program Monitor Salary: 0000: Unrestricted Supplemental \$10,000	Intensive Program Monitor Salary: 0000: Unrestricted Supplemental \$10,000

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
		3. 2B) Maintain an Intensive Program Monitor to assist Teachers (ESs) and Parents monitor student progress and program usage in intensive programs.					
		<p>2C) Provide on-going support for students at risk of not passing CaHSEE through use of diagnostic performance testing (DPT), CaHSEE Intensive Support Curriculum, Tutoring services and/or small group instructional courses.</p> <p>2. 2C) Provide on-going support for students at risk of not passing CaHSEE through use of diagnostic performance testing (DPT), CaHSEE Intensive Support Curriculum, Tutoring services and/or small group instructional courses.</p> <p>3. 2C) Provide on-going support for students at risk of not passing CaHSEE through use of diagnostic performance testing (DPT), CaHSEE Intensive Support Curriculum, Tutoring services and/or small group instructional courses.</p>			<p>CaHSEE Intensive Program Implementation: Materials 0000: Unrestricted Supplemental \$5,000</p> <p>CaHSEE Intensive Program Implementation: Instruction/Tutoring Services 0000: Unrestricted Supplemental \$20,000</p>	<p>CaHSEE Intensive Program Implementation - Materials: 0000: Unrestricted Supplemental \$4,000</p> <p>CaHSEE Intensive Program Implementation - Instruction/Tutoring services: 0000: Unrestricted Supplemental \$20,000</p>	<p>CaHSEE Intensive Program Implementation - Materials: 0000: Unrestricted Supplemental \$3,500</p> <p>CaHSEE Intensive Program Implementation - Instruction/Tutoring services: 0000: Unrestricted Supplemental \$10,000</p> <p>0000: Unrestricted Base \$5,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 3: Increase the percentage of EL students who achieve proficiency in English Language Arts and Math.	State Priorities: 1, 2, 4, 5, 7, 8 Basic services, Implementation of State Standards, Pupil Achievement, Pupil Engagement, Course Access, Other Pupil Outcomes	<p>3A) EL students are provided designated EL Curriculum supports, including when appropriate: Program Type 5 Curriculum; Education City (k-3) or ESL Reading Smart (4-12).</p> <p>2. 3A) EL students are provided designated EL Curriculum supports, including when appropriate: Program Type 5 Curriculum; Education City (k-3) or ESL Reading Smart (4-12).</p> <p>3. 3A) EL students are provided designated EL Curriculum supports, including when appropriate: Program Type 5 Curriculum; Education City (k-3) or ESL Reading Smart (4-12).</p>			<p>EL Program Implementation: Curriculum 0000: Unrestricted Supplemental \$10,000</p> <p>EL Program Implementation: Technology 0000: Unrestricted Supplemental \$10,000</p> <p>EL Program Implementation: Instruction/Tutoring 0000: Unrestricted Supplemental \$20,000</p>	<p>EL Program Implementation: Curriculum: 0000: Unrestricted Supplemental \$10,000</p> <p>EL Program Implementation: Technology 0000: Unrestricted Supplemental \$10,000</p> <p>EL Program Implementation: Tutoring/ Instructional Services 0000: Unrestricted Supplemental \$12,000</p> <p>EL Program Implementation: Tutoring/ Instructional Services 0000: Unrestricted Supplemental \$30,000</p>	<p>EL Program Implementation: Curriculum: 0000: Unrestricted Supplemental \$10,000</p> <p>EL Program Implementation: Technology 0000: Unrestricted Base \$10,000</p> <p>EL Program Implementation: Tutoring/ Instructional Services 0000: Unrestricted Base \$8,000</p>
		<p>3B) EL Support for CaHSEE: See 2C</p> <p>2. 3B) EL Support for CaHSEE: See 2C</p> <p>3. 3B) EL Support for CaHSEE: See 2C</p>					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3C) All students are provided quality core curriculum aligned to state standards and chosen to meet the student's learning style and academic needs. All EL students will be able to access to the Common Core curriculum via technology that allows for online PDF text-to-speech readers, e-highlighters, embedded videos, translators, picture dictionaries, talking dictionaries, vocabulary list builders; tutoring services; online classes with instructors trained and implementing SDAIE strategies; conversation logs and small group instruction.			Additional tools to assist students in accessing Core Curriculum: software 0000: Unrestricted Supplemental \$2,500	Additional Tools to assist students in accessing Core Curriculum: Software: 0000: Unrestricted Supplemental \$2,500	Additional Tools to assist students in accessing Core Curriculum: Software: 0000: Unrestricted Supplemental \$2,500

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
		2. 3C) All students are provided quality core curriculum aligned to state standards and chosen to meet the student's learning style and academic needs. All EL students will be able to access to the Common Core curriculum via technology that allows for online PDF text-to-speech readers, e-highlighters, embedded videos, translators, picture dictionaries, talking dictionaries, vocabulary list builders; tutoring services; online classes with instructors trained and implementing SDAIE strategies; conversation logs and small group instruction.					

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
		3. 3C) All students are provided quality core curriculum aligned to state standards and chosen to meet the student's learning style and academic needs. All EL students will be able to access to the Common Core curriculum via technology that allows for online PDF text-to-speech readers, e-highlighters, embedded videos, translators, picture dictionaries, talking dictionaries, vocabulary list builders; tutoring services; online classes with instructors trained and implementing SDAIE strategies; conversation logs and small group instruction.					

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)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Increase percent of students who are on-track to graduate college and career ready	State Priorities: 1, 2, 4, 5, 6, 7, 8 Basic services, Implementation of State Standards, Pupil Achievement, Pupil Engagement, School Climate, Course Access, Other Pupil Outcomes	<p>Ensure all LI students have equal access to common core curriculum and/or bridging materials to support concept and skills development in literacy and math and to support achievement in Common Core State Standards and to prepare students for achievement on the Smarter Balanced Assessment.</p> <p>2. Ensure all LI students have equal access to common core curriculum and/or bridging materials to support concept and skills development in literacy and math and to support achievement in Common Core State Standards and to prepare students for achievement on the Smarter Balanced Assessment.</p>			<p>Additional Support Curriculum 0000: Unrestricted Supplemental \$10,000</p>	<p>Additional Support Curriculum 0000: Unrestricted Supplemental \$10,000</p>	<p>Additional Support Curriculum 0000: Unrestricted Supplemental \$10,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Ensure all LI students have equal access to common core curriculum and/or bridging materials to support concept and skills development in literacy and math and to support achievement in Common Core State Standards and to prepare students for achievement on the Smarter Balanced Assessment.					
		<p>LI students will be provided equal access to quality online or in-person (when available) course offerings designed for career and college readiness.</p> <p>2. LI students will be provided equal access to quality online or in-person (when available) course offerings designed for career and college readiness.</p> <p>3. LI students will be provided equal access to quality online or in-person (when available) course offerings designed for career and college readiness.</p>			See Sect.3.1A	See Sect.3.1A	See Sect.3.1A

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
		<p>All ESs and parents of Low-Income students will be provided equal access to professional training on curriculum, technology, methodology, understanding assessment outcomes for monitoring student progress and mastery in standards in order to effectively make instructional adjustments, and intensive program (interventions) implementation for effective instructional delivery.</p> <p>2. All ESs and parents of Low-Income students will be provided equal access to professional training on curriculum, technology, methodology, understanding assessment outcomes for monitoring student progress and mastery in standards in order to effectively make instructional adjustments, and intensive program (interventions) implementation for effective instructional delivery.</p>			See Sect.3.1C	See Sect.3.1C	See Sect.3.1C

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
		3. All ESs and parents of Low-Income students will be provided equal access to professional training on curriculum, technology, methodology, understanding assessment outcomes for monitoring student progress and mastery in standards in order to effectively make instructional adjustments, and intensive program (interventions) implementation for effective instructional delivery.					
		Ensure all EL students have equal access to common core curriculum and/or bridging materials and tools to access the curriculum effectively to support concept and skills development in literacy and math and to support achievement in Common Core State Standards and to prepare students for achievement on the Smarter Balanced Assessment.			Additional Support Curriculum 0000: Unrestricted Supplemental \$10,000	Additional Support Curriculum 0000: Unrestricted Supplemental \$10,000	Additional Support Curriculum 0000: Unrestricted Supplemental \$10,000

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
		<p>2. Ensure all EL students have equal access to common core curriculum and/or bridging materials and tools to access the curriculum effectively to support concept and skills development in literacy and math and to support achievement in Common Core State Standards and to prepare students for achievement on the Smarter Balanced Assessment.</p> <p>3. Ensure all EL students have equal access to common core curriculum and/or bridging materials and tools to access the curriculum effectively to support concept and skills development in literacy and math and to support achievement in Common Core State Standards and to prepare students for achievement on the Smarter Balanced Assessment.</p>					
		<p>EL students will be provided equal access to quality online or in-person (when available) course offerings designed for the development of the English Language and to support Career and College Readiness.</p>			See Sect.3.1A	See Sect.3.1A	See Sect.3.1A

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
		<p>2. EL students will be provided equal access to quality online or in-person (when available) course offerings designed for the development of the English Language and to support Career and College Readiness.</p> <p>3. EL students will be provided equal access to quality online or in-person (when available) course offerings designed for the development of the English Language and to support Career and College Readiness.</p>					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		All ESs and parents of EL students will be provided equal access to professional training on curriculum, technology, methodology, understanding assessment outcomes for monitoring student progress and mastery in standards in order to effectively make instructional adjustments, and intensive program (interventions) implementation for effective instructional delivery. In the event a parent is not fluent in the English Language, additional instructional supports will be made available for students (i.e.: small group instruction with a Highly Qualified Teacher, tutoring, Additional Education Specialist Services, on-line classes in English Language Development).			Tutoring / Instruction Fees 0000: Unrestricted Supplemental \$15,000	Tutoring / Instruction Fees 0000: Unrestricted Supplemental \$15,000	Tutoring / Instruction Fees 0000: Unrestricted Supplemental \$15,000

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
		<p>2. All ESs and parents of EL students will be provided equal access to professional training on curriculum, technology, methodology, understanding assessment outcomes for monitoring student progress and mastery in standards in order to effectively make instructional adjustments, and intensive program (interventions) implementation for effective instructional delivery. In the event a parent is not fluent in the English Language, additional instructional supports will be made available for students (i.e.: small group instruction with a Highly Qualified Teacher, tutoring, Additional Education Specialist Services, on-line classes in English Language Development).</p>					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>3. All ESs and parents of EL students will be provided equal access to professional training on curriculum, technology, methodology, understanding assessment outcomes for monitoring student progress and mastery in standards in order to effectively make instructional adjustments, and intensive program (interventions) implementation for effective instructional delivery. In the event a parent is not fluent in the English Language, additional instructional supports will be made available for students (i.e.: small group instruction with a Highly Qualified Teacher, tutoring, Additional Education Specialist Services, on-line classes in English Language Development).</p>					
		<p>Foster Youth: Enrollment is not currently numerically significant to designate a subgroup (less than 15).</p> <p>2. Foster Youth: Enrollment is not currently numerically significant to designate a subgroup (less than 15).</p>					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Foster Youth: Enrollment is not currently numerically significant to designate a subgroup (less than 15).					
Goal 2: Close the achievement gap in the low performing students in English and Math.	State Priorities: 1, 2, 3, 4, 5, 6, 7, 8 Basic services, Implementation of State Standards, Parental Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, Other Pupil Outcomes	<p>Ensure all LI students have equal access to technology. All students will be provided a computer (laptop, tablet or Chromebook) if one is not available in their home. Access to internet will be provided (where available).</p> <p>2. Ensure all LI students have equal access to technology. All students will be provided a computer (laptop, tablet or Chromebook) if one is not available in their home. Access to internet will be provided (where available).</p> <p>3. Ensure all LI students have equal access to technology. All students will be provided a computer (laptop, tablet or Chromebook) if one is not available in their home. Access to internet will be provided (where available).</p>			Laptops, Tablets, Chromebooks for LI Students 0000: Unrestricted Supplemental \$14,000	Laptops, Tablets, Chromebooks for LI Students 0000: Unrestricted Supplemental \$10,000	Laptops, Tablets, Chromebooks for LI Students 0000: Unrestricted Supplemental \$10,000

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
		<p>Ensure all LI students have access to comprehensive assessment systems for screening and monitoring student's academic progress throughout the year.</p> <p>2. Ensure all LI students have access to comprehensive assessment systems for screening and monitoring student's academic progress throughout the year.</p> <p>3. Ensure all LI students have access to comprehensive assessment systems for screening and monitoring student's academic progress throughout the year.</p>			See Sect.3.2A	See Sect.3.2A	See Sect.3.2A
		<p>Ensure all ESs and parents of LI students are supported in and trained in understanding how to use assessment data (quantitative and qualitative) to make necessary instructional adjustments at home based on individual student needs. This includes the use of a third-party "monitor" to assist parents and Education Specialists in monitoring student progress and placement in intensive programs.</p>			See Sect.3.1C & 2B	Intensive See Sect.3.1C & 2B	Intensive See Sect.3.1C & 2B

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
		<p>2. 2A-2B) Provide Intensive Ensure all ESs and parents of LI students are supported in and trained in understanding how to use assessment data (quantitative and qualitative) to make necessary instructional adjustments at home based on individual student needs. This includes the use of a third-party "monitor" to assist parents and Education Specialists in monitoring student progress and placement in intensive programs.</p> <p>3. 2A-2B) Provide Intensive Ensure all ESs and parents of LI students are supported in and trained in understanding how to use assessment data (quantitative and qualitative) to make necessary instructional adjustments at home based on individual student needs. This includes the use of a third-party "monitor" to assist parents and Education Specialists in monitoring student progress and placement in intensive programs.</p>					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Ensure all LI students have equal access to intensive intervention curriculum and supports to access the curriculum effectively to support lacking foundational skills in reading and math and to support achievement in Common Core State Standards.</p> <p>2. Ensure all LI students have equal access to intensive intervention curriculum and supports to access the curriculum effectively to support lacking foundational skills in reading and math and to support achievement in Common Core State Standards.</p> <p>3. Ensure all LI students have equal access to intensive intervention curriculum and supports to access the curriculum effectively to support lacking foundational skills in reading and math and to support achievement in Common Core State Standards.</p>			See Sect.3.2A	See Sect.3.2A	See Sect.3.2A

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
		<p>Ensure all EL students have equal access to technology. All students will be provided a computer (laptop, tablet or Chromebook) if one is not available in their home. Access to internet will be provided where available.</p> <p>2. Ensure all EL students have equal access to technology. All students will be provided a computer (laptop, tablet or Chromebook) if one is not available in their home. Access to internet will be provided where available.</p> <p>3. Ensure all EL students have equal access to technology. All students will be provided a computer (laptop, tablet or Chromebook) if one is not available in their home. Access to internet will be provided where available.</p>			<p>Laptops, Tablets, Chromebooks for EL Students 0000: Unrestricted Supplemental \$10,000</p>	<p>Laptops, Tablets, Chromebooks for EL Students 0000: Unrestricted Supplemental \$10,000</p>	<p>Laptops, Tablets, Chromebooks for EL Students 0000: Unrestricted Supplemental \$10,000</p>
		<p>Ensure all EL students have access to comprehensive assessment systems for screening and monitoring student's academic progress throughout the year.</p>			See Sect.3.2A	See Sect.3.2A	See Sect.3.2A

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
		<p>2. Ensure all EL students have access to comprehensive assessment systems for screening and monitoring student's academic progress throughout the year.</p> <p>3. Ensure all EL students have access to comprehensive assessment systems for screening and monitoring student's academic progress throughout the year.</p>					
		<p>Ensure all ESs and parents of EL students are supported in and trained in understanding how to use assessment data (quantitative and qualitative) to make necessary instructional adjustments at home based on individual student needs. This includes the use of a third-party "monitor" to assist parents and Education Specialists in monitoring student progress and placement in intensive programs.</p>			See Sect.3.1C & 2B	See Sect.3.1C & 2B	See Sect.3.1C & 2B

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
		<p>2. Ensure all ESs and parents of EL students are supported in and trained in understanding how to use assessment data (quantitative and qualitative) to make necessary instructional adjustments at home based on individual student needs. This includes the use of a third-party "monitor" to assist parents and Education Specialists in monitoring student progress and placement in intensive programs.</p> <p>3. Ensure all ESs and parents of EL students are supported in and trained in understanding how to use assessment data (quantitative and qualitative) to make necessary instructional adjustments at home based on individual student needs. This includes the use of a third-party "monitor" to assist parents and Education Specialists in monitoring student progress and placement in intensive programs.</p>					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Ensure all EL students have equal access to intensive intervention curriculum and supports to access the curriculum effectively to support lacking foundational skills in English Language Development and math and to support achievement in Common Core State Standards.</p> <p>2. Ensure all EL students have equal access to intensive intervention curriculum and supports to access the curriculum effectively to support lacking foundational skills in English Language Development and math and to support achievement in Common Core State Standards.</p> <p>3. Ensure all EL students have equal access to intensive intervention curriculum and supports to access the curriculum effectively to support lacking foundational skills in English Language Development and math and to support achievement in Common Core State Standards.</p>			See Sect.3.2A	See Sect.3.2A	See Sect.3.2A
		Foster Youth: Enrollment is not currently numerically significant to designate a subgroup (less than 15).					

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
		<p>2. Foster Youth: Enrollment is not currently numerically significant to designate a subgroup (less than 15).</p> <p>3. Foster Youth: Enrollment is not currently numerically significant to designate a subgroup (less than 15).</p>					
Goal 3: Increase the percentage of EL students who achieve proficiency in English Language Arts and Math.	State Priorities: 1, 2, 4, 5, 7, 8 Basic services, Implementation of State Standards, Pupil Achievement, Pupil Engagement, Course Access, Other Pupil Outcomes	<p>See Action Steps for EL Students under Goal 1 &amp; 2.</p> <p>2. See Action Steps for EL Students under Goal 1 &amp; 2.</p> <p>3. See Action Steps for EL Students under Goal 1 &amp; 2.</p>					

- 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.)

Funds increase for 2014-15 based on the number and calculation of unduplicated low-income, English Learner, and Foster Youth pupils: \$274,337.00. Note: Certified Foster Youth count is less than quantity 15, and is not currently an active subgroup for LEA. Our current percentage of enrollment of unduplicated low-income, English Learner, and Foster Youth pupils is 27.32%.

Unduplicated count of low-income, English Learner and Foster Youth Pupils does not exceed 55%. The LEA is using LCFF funds in combination of school-specific and EL-targeted initiatives. The justification for the school-wide approach to increased and improved services comes from the stakeholders who by participating simultaneously in the strategic planning process and the LCAP sessions indicated that the state priorities and strategic plan goals affect all students. Further, stakeholders acknowledged: (1) current curricular and instructional support including increased and improved online and in-person classes in ELA, mathematics, sciences, and the arts, for college and career readiness needs to be expanded in scope and as a vehicle to effectively deliver CCSS and to ensure effective instruction in literacy, math and science for maintaining student progress; (2) the use of technology as a tool for learning and assessing learning needs to expand; (3) Professional development for certificated teachers and training for parents who are the primary instructors at home with students needs to increase to effectively increase students readiness for career and college after graduation; (4) Effective intervention and support programs for all struggling students' needs to increase to help close achievement gaps, including assistance to parents and teachers in monitoring these programs and assessment data to ensure student progress is understood and adequate.

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

The increase in proportionality for English Learners, Low Income Students and Foster Youth is 2.26%.

For our high need students (EL & LI), we will provide additional counseling service, staff professional development, parent-educator training, increased access to technology for staff, students and families, supplemental materials to meet the new standards in math, ELA and science, and increased opportunities for students to participate in classes with their peers for college and career readiness. Our stakeholders feel strongly these above services are important for all students, especially in our independent study, home-school environment where the parents are the students' primary teachers at home. In order for our students to be successful, our parents need additional support from our highly qualified teachers to support and ensure adequate learning progress of all students.

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.