

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

Introduction:

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Local Control and Accountability Plan and Annual Update

AAE's Mission: The Academy for Academic Excellence exists to prepare students for post-secondary success through a relevant, rigorous college preparatory education.

The mission of NSAA is to ensure learning for a diverse population of students within a safe and rigorous bilingual educational environment.

LCER's Mission: The Lewis Center for Educational Research is an organization grounded in our three core principals of Courage, Generosity and Honor. We are dedicated to offering high quality, innovative, data-driven educational programs that support students to exceed expectations.

To accomplish our mission, we must ensure that all students are reaching mastery. We will do this by creating common core based benchmark assessments, implementing intentional academic interventions, and increasing cross-curricular lessons and collaboration in grades K-12.

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
Stakeholder input has been gathered via survey data, Parent and Pastries monthly meeting feedback, Professional Learning Community collaboration, special parent forums regarding the transition to Common Core, Board Meeting discussions, Academic Team Meetings, senior student forums, and other feedback.	These meetings and forums have informed the development of our goals and spending priorities. As a result of these discussions, we have sought data to inform our goals and progress indicators. We will continue to use these methods of communication to ensure that the AAE is meeting the needs of its students and community. After baseline data is established in 2014-2015, regular progress reports will be shared with stakeholders (staff, parents, students, and board members).

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>Need: Increase in Math proficiency rates in grades K-12.</p> <p>Metric: EAP scores, Accuplacer scores, ACT Aspire exams, benchmark exams, IXL data, TimezAttack data, pass rates, SAT scores, AP scores, and formative assessments.</p>	The most recent CST data shows that 51% of students are working within the basic, below basic, and far below basic domains. The EAP scores for Summative Math show that 8% of participating students are College Ready with 76% Conditionally Ready. The goal is to	All	All grades K-12	Fully transition to Common Core State Standards in grades K-12. Transition to an integrated math approach in grades 7-9. 9 th graders will take Integrated Math 1. Honors and AP courses added. Flex time for	Integrated math extended to HS Math Year 2. Additional curriculum adoption to align with CCSS.	Integrated math extended to HS Math Year 3.	Student Achievement; Student Engagement; Course Access; Implementation of Core State Standards; Parental Involvement; Other Student Outcomes; School Climate	

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	
	increase proficiency rates by 3 or more % each school year on each major assessment at each grade level.				structured re-teaching and enrichment in grades K-12.			
Need: Increase in Writing proficiency rates in grades K-12. Metric: Benchmark exams, school-wide writing assessments, passing rates, and ongoing formative assessments.	Students will demonstrate grade level proficiency in the major writing domains of: narratives, expository and persuasive/arguments.	All	All grades K-12		School wide writing assessment benchmarks will be revised and aligned to the CCSS. The assessments will be given three times per year and will be vertically aligned in grades K-12. Baselines will be established for all students.	Instruction will be aligned in grades K-12. Writing will be incorporated across the content areas with specific focus on these domains.	Instruction will be aligned in grades K-12. Writing will be incorporated across the content areas with specific focus on these domains.	Student Achievement; Student Engagement; Course Access; Implementation of Core State Standards; Parental Involvement; Other Student Outcomes; School Climate
Need: Implementation of ongoing, formative assessment data in addition to outside assessments to ensure		All	All grades K-12		Implement new, integrated student and data management system, Illuminate.	Continued use of Illuminate to collect, analyze and disaggregate data for all	Continued use of Illuminate to collect, analyze and disaggregate	School Climate; Student Achievement; Other Student Outcomes; Basic

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	
students are reaching mastery. Metric: Illuminate data, ACT Aspire, Bridge data					PLC will create common, formative assessments. Data will be used to develop formal Response to Intervention in all grade levels.	teachers. Continued development of Rtl. Create additional courses (intervention, advanced, or other) depending on need.	data for all teachers. Continued development of Rtl. Create additional courses, according to need.	Services
Need: Incorporate the use of technology and technological advances into its core curriculum. Metric: Technology plan evaluation, usage data, MyMentor data, Illuminate data	Technology integration will be evident in all core classes at all grade levels.	All	All grades K-12		Instructional Additional iPads in K-3 classes. One to one laptops in grades 4-12.	Ongoing	Ongoing	School Climate; Student Achievement; Other Student Outcomes; Implementation of Common Core State Standards
Need: Increase A-G completion rates for graduating seniors. Metric: A-G completion	Increase A-G completion by 5% per year for the next 3 years.				1. Increased A-G offerings for all students. 2. Increased Counseling	1. Create intentional secondary grade level focuses to ensure students	1. Continued implementation of Response to Intervention in all classes to	Student Engagement; Other Student Outcomes; Parental

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	
data for seniors, graduation checks, four year plans					Department staff from 1 FTE to 2 FTE. 3. Improvements to master schedule that will allow students to follow an A-G pathway beginning in 9 th grade. 4. Improved communication about and guidance in developing students' 4-year plans. 5. Development of Response to Intervention in grades K-12.	develop post-secondary goals and are working toward them each semester. 2. Continued implementation of Response to Intervention in all classes to increase student mastery and course passing rates.	increase student mastery and course passing rates.	Involvement; Course Access; Implementation of Common Core State Standards; Student Achievement; School Climate
Need: Use multiple data sources when making decisions that impact curriculum, instruction, assessments and school programs.	Incorporate formative assessments in ELA and Math in all grades. Continue to build and revise ongoing, formative assessments				1. All staff will participate in creating benchmark exams for each course.			Student Achievement, School Climate, Other Student Outcomes, Stakeholder

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

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
Math: Increase proficiency rates by 3 or more % each school year on each major assessment at each grade level.	Student Achievement; Student Engagement; Course Access; Implementation of Core State Standards; Parental Involvement; Other Student Outcomes; School Climate	1. Professional Development for math teachers. 2. CCSS aligned core curriculum and supplementary materials. 3. PLC focus on math across all content areas.	School-wide (K-12 focus)		Curriculum: New Calculus Textbooks, Integrated Math I textbooks, Math 7 and 8 textbooks. (CCSS funds \$60,000) Instructional Materials: EngageNY printed copies (CCSS funds \$10,000)	Curriculum: Integrated Math II textbooks, updated elementary math curriculum TBD (textbook funds) Instructional Materials: EngageNY printed copies (general funds \$7,000)	Curriculum: Integrated Math III textbooks, updated elementary math curriculum TBD (textbook funds) Instructional Materials: EngageNY printed copies (general funds \$7,000)
Writing: Increase in Writing proficiency rates by 5% in grades K-12.	Student Achievement; Student Engagement; Course Access; Implementation of Core State Standards; Parental Involvement; Other Student	1. Professional development will focus on school-wide student areas of weakness. 2. School-wide writing assessments will be revised to vertically align with CCSS areas of focus.	School-wide (K-12 focus)		Professional Development: Writing workshops provided via webinars, in-house staff and SELPA. (CCSS funds \$2,500)	Professional Development: Writing workshops during PLC time (general fund \$2,500)	Professional Development: Writing workshops during PLC time (general fund \$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
	Outcomes; School Climate						
Technology: Incorporate the use of technology and technological advances into its core curriculum.	Student Achievement; Other Student Outcomes; Implementation of Common Core State Standards	1. Technology TOA will coach grade level teams and individuals on the integration of technology. 2. Ongoing technology support/PD on specific technologies in place (one to one laptops, ELMOs, software, applications, iPad/iPods, clickers, SMART Boards, etc).	School-wide (K-12 focus)		Hardware: 6 additional iPads per classroom in grades K-3. (CCSS funds \$45,000) Laptops in 4 th grade (parent purchase), additional student loaner laptops. (CCSS funds) Staff: Director of IT, Instructional Technology TOA, Help Desk Lead (General fund \$263,900)	Hardware: Purchase of additional student loaners as needed. (IT general fund) Staff: Instructional Technology TOA (General fund \$270,497)	Hardware: Purchase of additional student loaners as needed. (IT general fund) Staff: Instructional Technology TOA, Director of IT, Help Desk Lead (General fund \$277,260)
Data: Increase the use of ongoing, formative assessment data, in addition to outside assessments, to ensure students are reaching mastery and to drive instruction. 100% of teachers of ELA and Math to utilize data.	Student Achievement, School Climate, Other Student Outcomes, Stakeholder Involvement, Implementation of Common Core State Standards	1. All staff will participate in creating benchmark exams for each course through PLCs. 2. Create intentional secondary grade level focuses to ensure students develop post-secondary goals and are working toward them each semester.	School-wide (K-12 focus)		Staff: Full time Data Clerk Position, Director of Research and Development, Full Time Counseling Admin Assistant, Reading Specialist TOA (general funds \$188,341) System: Purchase of Illuminate data and student information system. (general	Staff: Data Clerk FT, Director of Research and Development, Instructional Technology TOA, FT Counseling Admin Assistant, Reading Specialist (general fund \$193,050) System:	Staff: Data Clerk FT, Director of Research and Development, Instructional Technology TOA, FT Counseling Admin Assistant, Reading Specialist (general fund \$197,876) System: Illuminate

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
					funds/CCSS funds \$20,000)	Illuminate assessment system (general fund \$20,000)	assessment system (general fund \$20,000)
University acceptance: Increase A-G completion rates for graduating seniors by 5% per year.	Student Achievement, Other Student Outcomes, School Climate	Increased Counseling Department staff from 1 FTE to 2 FTE.	School-wide (9-12 th grade focus)		Staff: New Counseling Administrative Assistant FTE, Data Clerk FTE (general funds-salaries shown above)	Staff: Counseling Administrative Assistant FTE, Data Clerk FTE (general funds)	Staff: Counseling Administrative Assistant FTE, Data Clerk FTE (general funds)

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Focus on early literacy intervention to increase reading and writing proficiency rates.	Student Achievement, Other Student Outcomes, Implementation of Common Core Standards, School Climate	For low income pupils, English learners, foster youth, and redesignated fluent English proficient pupils.	School-wide		Staffing: Reading Specialist TOA (\$60,000)	Staffing: Reading Specialist TOA (\$60,000)	Staffing: Reading Specialist TOA (\$60,000)

- 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.)

The AAE is receiving \$133,142 in increased funds. Our Professional Learning Community has determined that the most effective use of these funds will be to address our goals on school-wide basis. This funding will support the LEA to provide the following services for all students:

- New Math Curriculum- \$70,000
- Technology Integration- \$45,000 (hardware) and \$263,900 (staffing)
- Data/Counseling- \$188,341
- New Student Information System and Data Collection- \$20,000

- 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 services provided are reflected in the matrix above. They will be provided with universal access, school-wide.

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.