

The State Board of Education has illustrated changes to the original text in the following manner: text originally proposed to be added is underlined.

## **Title 5. EDUCATION**

### **Division 1. California Department of Education**

#### **Chapter 14.5. Local Control Funding Formula**

#### **Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability Plan Template**

#### **Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants**

##### **§ 15494. Scope.**

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(a).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

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.

##### **§ 15495. Definitions.**

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) “Local control and accountability plan (LCAP)” means the plan created by an LEA pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in conformance with the LCAP and annual update template found in section 15497.

(b) “Local educational agency (LEA)” means a school district, county office of education, or charter school.

(c) “Prior year” means one fiscal year immediately preceding the fiscal year for which an LCAP is approved.

(d) “Services” as used in Education Code section 42238.07 may include, but are not limited to, services associated with the delivery of instruction, administration, facilities, pupil support services, technology, and other general infrastructure necessary to operate and deliver educational instruction and related services.

(e) “State priority areas” means the priorities identified in Education Code sections 52060 and 52066. For charter schools, “state priority areas” means the priorities identified in Education Code section 52060 that apply for the grade levels served or the nature of the program operated by the charter school.

(f) “to improve services” means to grow services in quality.

(g) “to increase services” means to grow services in quantity.

(h) “unduplicated pupil” means any of those pupils to whom one or more of the definitions included in Education Code section 42238.01 apply, including low income, foster youth, and English learner.

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.

**§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants.**

(a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to

support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA shall include in its LCAP an explanation of how expenditures of such funding meet the LEA's goals for its unduplicated pupils in the state priority areas. An LEA shall determine the percentage by which services for unduplicated pupils must be increased or improved above services provided to all pupils in the fiscal year as follows:

(1) Estimate the amount of the LCFF target attributed to the supplemental and concentration grants for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

(2) Estimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils. The estimated amount of funds expended in 2013-14 shall be no less than the amount of Economic Impact Aid funds the LEA expended in the 2012-13 fiscal year.

(3) Subtract subdivision (a)(2) from subdivision (a)(1).

(4) Multiply the amount in subdivision (a)(3), by the most recent percentage calculated by the Department of Finance that represents how much of the statewide funding gap between current funding and full implementation of LCFF is eliminated in the fiscal year for which the LCAP is adopted.

(5) Add subdivision (a)(4) to subdivision (a)(2).

(6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant to Education Code sections 42238.02 and 2574, as implemented by Education Code sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program, in the fiscal year for which the LCAP is adopted.

(7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

(8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero or when LCFF is fully implemented statewide, then an LEA shall determine its percentage for purposes of this section by dividing the amount of the LCFF target

attributed to the supplemental and concentration grant for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program.

(b) This subdivision identifies the conditions under which an LEA may use funds apportioned on the basis of the number and concentration of unduplicated pupils for districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved services for unduplicated pupils under subdivision (a) of this section by using funds to upgrade the entire educational program of a school site, a school district, a charter school, or a county office of education as follows:

(1) A school district that has an enrollment of unduplicated pupils in excess of 55 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being provided on a districtwide basis.

(B) Describe in the LCAP how such services are directed towards meeting the district's goals for its unduplicated pupils in the state priority areas.

(2) A school district that has an enrollment of unduplicated pupils that is less than 55 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being provided on a districtwide basis.

(B) Describe in the LCAP how such services are directed towards meeting the district's goals for its unduplicated pupils in the state priority areas.

(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state priority areas.

(3) A school district that has an enrollment of unduplicated pupils at a school that is in excess of 40 percent of the school's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being provided on a schoolwide basis.

(B) Describe in the LCAP how such services are directed towards meeting the district's goals for its unduplicated pupils in the state priority areas.

(4) A school district that has an enrollment of unduplicated pupils that is less than 40 percent of the school site's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being provided on a schoolwide basis.

(B) Describe in the LCAP how such services are directed towards meeting the district's goals for its unduplicated pupils in the state priority areas.

(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state priority areas.

(5) A county office of education expending supplemental and concentration grant funds on a countywide basis or a charter school expending supplemental and concentration grant funds on a charterwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being provided on a countywide or charterwide basis.

(B) Describe in the LCAP how such services are directed towards meeting the county office of education's or charter school's goals for its unduplicated pupils in the state priority areas.

(c) County superintendent of schools oversight of demonstration of proportionality: In making the determinations required under Education Code section 52070(d)(3), the county superintendent of schools shall review any descriptions provided under

subdivisions (b)(2)(B) and (b)(2)(C) or subdivisions (b)(4)(B) and (b)(4)(C) when determining whether the LEA has fully demonstrated that it will increase or improve services for unduplicated pupils under subdivision (a). If a county superintendent of schools does not approve an LCAP because the LEA has failed to meet its proportionality requirement as specified in this section, it shall provide technical assistance to the LEA in meeting that requirement pursuant to Education Code section 52071.

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.

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

**Introduction:**

LEA: Alder Grove Charter School    Contact): Jenni Allen-SanGiovanni, Director, 707-268-0854    LCAP Year:2014-15

***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
Discussion held at School Leadership Team Meetings (parent + teacher group) throughout 13-14 school year, input from teachers at faculty meetings , input from governance members at Governance Council meetings: Feb 10, 2014, March 14 2014, April 21, 2014, request for parent input in schoolwide survey: mailed to all parents in April 2014, newsletters, parent meeting held April 10, 2014	<i>Parent and teacher suggestions that have changed the LCAP: Provide Writing lab for all student use, increase hours of math lab available, add parent classes for primary students on how to teach math/reading at home, increase opportunities for parent workshops, online parent workshops, expand size of facility in order to achieve goals</i>

**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, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (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><i>To enable all students to reach high standards in math, reading and writing</i></p> <p><i>Metric: Math and Reading-scores on Let's Go Learn online assessment</i></p>	Each student who is continually enrolled in our school for 6+ months will increase their individual math and reading score as indicated on LGL online assessment	<i>All</i>	<i>All</i>		<i>Baseline</i>	<i>80% of continually enrolled students will score higher after one full year of enrollment as evidenced by Let's Go Learn assessment</i>	<i>80% of continually enrolled students will score higher after one full year of enrollment as evidenced by Let's Go Learn assessment</i>	<p><i>2. Academic content and Performance Standard</i></p> <p><i>4. Pupil Achievement</i></p> <p><i>5. Pupil Engagement</i></p> <p><i>8. Pupil Outcomes</i></p>
<p>To increase parent ability to teach at home</p> <p><i>Metric: Progress</i></p>	<p>Give parents the needed tools to successfully teach their children at home</p> <p>1. Monthly Parent Workshops</p> <p>2. Weekly Parent classes focusing on teaching</p>	All	All		Baseline, data collected on number of parents participating in workshops	Increased parent participation and feedback on success of workshops and classes	Increased parent participation and feedback on success of workshops and classes	<p><i>2. Academic content and Performance Standard</i></p> <p><i>3. Parental Involvement</i></p> <p><i>4. Pupil</i></p>

measured by parent participation and feedback	reading at home (primary grades) 3. Common Core Standards guides for parents 4. Update curriculum guides for parents Online parent support							<i>Achievement 5. Pupil Engagement 8. Pupil Outcomes</i>
To enable all High school students to be career/college ready at graduation  Metric: student feedback, percent participation	Career/college readiness opportunities including Internship/apprenticeship program for high school students, progress measured by success of students in placement, and employee and student feedback	All	All		Baseline	5% Increased enrollment in a-g approved classes, 5% increase in participation in career readiness course or internship	5% Increased enrollment in a-g approved classes, 5% increase in participation in career readiness course or internship	<i>2. Academic content and Performance Standard 4. Pupil Achievement 5. Pupil Engagement 8. Pupil Outcomes 6. School Climate 7. Access and Enrollment</i>
To enable all students to be taught by Highly Qualified staff  Metric: Percentage of teachers who are HQ in all courses taught	All teachers who serve high school students will be HQ in the four core areas by June 2016	All	All		Baseline	100% of teachers serving high school students are HQ through VPSS, Continue to monitor for compliance with new hires	Continue to monitor for compliance with new hires	<i>1. Teachers of the school are appropriately assigned. 2. Academic content and Performance Standard</i>

### **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
<i>All students including those with special needs, will reach high standards in math, reading and writing</i>	<ul style="list-style-type: none"> <li>1. Academic content and Performance Standard</li> <li>2. Pupil Achievement</li> <li>3. Pupil Engagement</li> <li>4. Pupil Outcomes</li> <li>5. School Climate</li> <li>6. Access and Enrollment</li> </ul>	<p>Purchase and train all teachers in using: Let’s Go Learn (LGL) online assessment tool</p> <p>Add Math lab hours</p> <p>Train all teachers in Khan Academy</p>	School-wide	<i>Monthly review of attendance and twice yearly review of scores, review of attendance at math lab</i>	<p><i>Purchase of LGL assessment and instruction: \$10,000</i></p> <p><i>AS Coordinator (.2 FTE): \$8000</i></p> <p><i>HQ Math AS instructor(25 hours per week):\$34,000</i></p>	Increase hours as needed based on increased enrollment	Increase hours as needed based on increased enrollment
		Continue with Read Naturally and add as needed reading	School-wide		<i>Reading Instructor(.4) to work with students identified as low</i>	Increase hours as needed based on increased enrollment	Increase hours as needed based on increased enrollment

		support for all students reading below grade level			<i>performing individually and in small groups, \$20,000</i>		
		Continue Step up to Writing for students identified at lowest 30% of students in writing skills,	School-wide		<i>Writing Instructor(.4)to work with students identified as low performing individually and in small groups, \$20,000</i>	Increase hours as needed based on increased enrollment	Increase hours as needed based on increased enrollment
		Add Writing lab with workshops, mini lessons and one on one help available for all students for writing assignments	School-wide		Writing Lab will be open to all students for editing and writing help as needed for other classes, \$5,000 (materials + hourly lab instructor)	Increase hours as needed based on increased enrollment	Increase hours as needed based on increased enrollment
		Students with disabilities will be instructed in executive functioning skills	School-wide and Students with disabilities as identified with an active IEP and	Feedback from teachers, students, parents on success of course	RST partners with general ed. teacher for small group instruction, \$4,000 GE salary, RST part of FTE	Increase hours as needed based on increased enrollment	Increase hours as needed based on increased enrollment
High school students will be career/college ready at graduation	2. <i>Academic content and Performance Standard</i> 4. <i>Pupil Achievement</i> 5. <i>Pupil Engagement</i> 8. <i>Pupil Outcomes</i> 6. <i>School Climate</i>	1. Internship program 2. Career awareness 3. a-g classes 4. College counseling 5. Career/college readiness (CCR) required course 6. Develop pre-placement training component and placement protocol	School wide-emphasis on students who are first in their family to attend college	Feedback from teachers, students, parents	1. Teacher work group will develop a-g approved site based and IS classes, \$4000 in teacher stipends 2. Teacher Work Group Develop CCR course options, \$4000 in teacher stipends CCR Coordinator develop framework/timeline		

	<i>7. Access and Enrollment</i>	for student internships			for internship implementation, part of salary: 4FTE		
All students will be taught by HQ staff	<i>1. Teachers of the school are appropriately assigned. 2. Academic content and Performance Standard</i>	All teachers working with high school students will be HQ in the four core areas by May 2016	School-wide	Review of documents each year (VPSS)	\$10,000 including tuition for VPSS courses and teacher stipends	Review and verify that all high school teachers HQ in all four core areas	Review/counsel new hires on requirement
Increase parent ability to teach at home; Progress measured by student scores and parent feedback	<i>2. Academic content and Performance Standard 3. Parental Involvement 4. Pupil Achievement 5. Pupil Engagement 8. Pupil Outcomes</i>	1. Parent classes for primary parents on teaching reading 2. Regularly scheduled parent trainings 3. Parent website resources 4. Teacher workgroup to develop online component of parent workshops	School wide-	Parent feedback	Teacher work group develop Primary classes, parent workshops (both online and face to face) using parent survey feedback, \$4,000 in stipends	Update as needed: parent workshops online and live using parent survey feedback	Update as needed: parent workshops online and live using parent survey feedback

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
<i>All students including those with special needs, will reach high standards in math, reading and writing</i>	<ol style="list-style-type: none"> <li>1. Academic content and Performance Standard</li> <li>2. Pupil Achievement</li> <li>3. Pupil Engagement</li> <li>4. Pupil Outcomes</li> <li>5. School Climate</li> <li>6. Access and Enrollment</li> </ol>	For low income pupils: Provide backpack and other school supplies as needed including access to technology either at school site or home, Reading, writing and math intervention with HQ teachers	School-wide	Review services and designated group participation	<i>\$10,000: student materials</i>	<i>\$10,000: student materials</i>	<i>\$10,000: student materials</i>
		Reading, writing and math intervention with HQ teachers For English learners:	School-wide	Review services and designated group participation	<i>\$5,000: teacher salary (if needed, currently, no EL students enrolled)</i>	<i>\$5,000: teacher salary (if needed, currently, no EL students enrolled)</i>	<i>\$5,000: teacher salary (if needed, currently, no EL students enrolled)</i>
		For foster youth:  Provide backpack and other school supplies as needed including access	School-wide	Review services and designated group participation at school site or home	<i>\$10,000: student materials (if needed, currently no foster youth enrolled)</i>	<i>\$10,000: student materials (if needed, currently no foster youth enrolled)</i>	<i>\$10,000: student materials (if needed, currently no foster youth enrolled)</i>

		to technology either at school site or home					
		For redesignated fluent English proficient pupils: <i>Reading, writing and math</i> intervention with HQ teachers Exit Exam prep classes	School-wide	Review services and designated group participation	<i>\$5,000. (teacher salary)</i>	<i>\$5,000. (teacher salary)</i>	<i>\$5,000. (teacher salary)</i>

- 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.)

AGCS plans to rent additional space to make sure the needs of all students are being met as far as sufficient space to offer math, reading and writing small group and one on one instruction. Students in need will be provided with technology to use at home, including the ability to access online instruction in math, reading, writing, facilitate regular communication with teacher and increase technological skills in order to be prepared for SBAC and career/college. Academic support classes including math, reading, writing and exit exam prep will be offered to all students.

- 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.

Minimum Proportionality Percentage: 5.81%

Total 2014-15 estimated supplemental and concentration grant funding: \$135,948.00

Administrative Salary for Academic Support Advisor: \$24,000.00: The Academic Support Advisor will monitor both online and on-site participation of all identified students to ensure compliance with mandatory academic support services. This staff member will work with students individually to create success plans based on academic needs and support services to include on-site small group, individual tutoring, online instruction, etc.

HQ Math Instructor: \$27,000: The HQ Math instructor will offer math labs and individual instruction to identified students.

HQ Reading Instructor: \$10,000: The HQ Reading instructor will offer individual instruction to identified students.

Let's Go Learn: Edge: Online Instructional Model: \$10,000: The online instructional Math Edge and Reading Edge programs will be purchased for each identified low academic performing students to access at home and at school.

HQ Writing Instructor: \$27,000: the HQ Writing Instructor will manage the writing lab including developing Common Core aligned schoolwide assessments and rubrics, identification of students needing extra support, small group, individual and online instruction.

College/Career Readiness Staff: \$12,000: The College/Career coordinator will ensure that all students have access to information about college and career options including coursework, workshops and online programs.

School Director: \$20,000: part of fulltime director salary to manage and monitor programs for student success.

Resource Specialist: \$5,000: part of full time RST salary to develop and teach small group courses for students with disabilities and all students in academic success including executive functioning skills

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.

1-03-14 [California Department of Education]