

## Local Control and Accountability Plan and Annual Update Template

### Introduction:

**LEA: Luther Burbank**    **Contact:** Richard Rodriguez, Interim Superintendent, [rrodriguez@lbsd.k12.ca.us](mailto:rrodriguez@lbsd.k12.ca.us), (408) 295-2450    **LCAP Year: 2014-2015**

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

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

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

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

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

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

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### **State Priorities**

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

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

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

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

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

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

**Foster youth (for coe 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)

#### **D. Elementary District**

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*As a kindergarten through 8<sup>th</sup> grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program Exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the State of California, or receive California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP and CTE courses and graduate high school.*

### **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?

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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>Individuals and groups have had opportunity to be involved in development of the Local Control Accountability Plan in a number of ways. People were encouraged to write and/or to speak to share their input to develop a funded plan to guide the school. Meetings were held at a variety of times to gather the most feedback. They were conducted in English and Spanish. The SSC/ELAC members were able to monitor the process from information sessions in the Fall, to input in the Winter, to help refine in the Spring.</p> <ul style="list-style-type: none"> <li>• October 2013 - Teacher Leadership Team – Introduction to LCFF and LCAP</li> <li>• November - School Site Council/English Language Learner Advisory Committee</li> <li>• December 10, 2013 - Board of Trustees Meeting</li> <li>• January 2014 - Parent Survey</li> <li>• January 13, 2014 at 8:30 am - Coffee with the Principal</li> <li>• January 14, 2014 - Board of Trustees Meeting</li> <li>• January 23, 2014 at 3:30 – All Community Meeting</li> <li>• January 27, 2014 at 6 pm - School Site Council/English Language Learner Advisory Committee</li> <li>• February 2014 – Staff Survey</li> <li>• February 2014 – LBEA, AFSCME meeting</li> <li>• February 19, 2014 at 3:30 - All Community Meeting</li> <li>• February 19, 2014 at 6 pm - Padres con Poder</li> <li>• February 2014 – Faculty Meeting</li> <li>• March 17, 6 pm- All Community Meeting</li> <li>• March 2014 - Student Survey</li> <li>• March 31, 2014 - November - School Site Council/English Language Learner Advisory Committee</li> <li>• April 8, 2014 – Board of Trustees Meeting, Public Hearing</li> <li>• May 13, 2014 - Board of Trustees Meeting, Public Hearing</li> </ul>	<p>The needs and opinions of staff, parents, students and the community have been considered in development of this document. The School Site Council and English Learners Advisory Committee were instrumental in guiding the LCAP process. They saw CELDT and CST scores.</p> <p>All ideas were recorded, and shared with each focus group.</p> <p>Potential actions to improve the school and the academic performance of the students were refined using the state’s eight priority areas as the conversations continued.</p> <p>Changes were made in the LCAP in response to input. In particular, services and supports other than those specifically funded by the concentration and supplemental grants were included.</p>

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|---|--|
| <ul style="list-style-type: none"><li>• May 19, 2014 School Site Council/English Language Learner Advisory</li><li>• June 10, 2014 - Board of Trustees Meeting, LCAP Adoption</li></ul> |  |
|---|--|

### **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.

***Through effective leadership and excellence in teaching and learning, our mission is to graduate all students prepared for successful academic futures and to become contributing and responsible citizens of a multicultural society.***

### **Guiding Questions:**

#### **1) Conditions of Learning**

What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"? What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP? What information (e.g.,

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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?

**Basic Needs** - The district will continue to monitor teacher credentialing, working within the guidelines of the California Commission of Teacher Credentialing and federal regulations. All students will be provided with core instructional materials to be inventoried each spring, and during the first 8 weeks of school. The Interim Evaluation Instrument will be used as a tool to monitor and maintain facilities for the safety and comfort of the students and staff. School safety and security is a high priority of the Luther Burbank community. A safe, efficient, well maintained campus will have a positive impact on school climate. Improving attendance provides substantial benefits for at-risk youth, such as low-income students, English learners and foster youth. We plan on reducing truancy and chronic absenteeism.

**Implementation of State Standards** – In the next few years, the district will transition to state adopted instructional materials that are aligned to the Common Core standards. The district will continue to provide professional development designed to support educator’s knowledge and fluency in the implementation of the Common Core standards. The Board of Trustees has approved the use of one time Common Core funding to fund technology, instructional materials and professional development. Each of these supports implementation of state standards. Financial records, records of professional development, observations of implementation and developing scores on the state assessments will document the use of the Common Core standards.

**Course Access** – All students have access all content areas at Luther Burbank. An instructional shift to focus on non-fiction reading increases access to science, history and the arts. Supplemental staffing will increase access to the course of study for disadvantaged students, foster youth, special needs students and those who are English learners. Expected outcomes include funding additional staff, instructional materials, professional development and technology to support access to the content standards for all students.

### **2) Pupil Outcomes**

What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”? What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP? 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?

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The district intends that formative and summative assessment of student learning will be based on classroom performance. We will participate in state standardized CAASPP and CELDT tests. On the state schedule, Luther Burbank will establish a new baseline Academic Performance Index. expect the annual results to demonstrate that students are making adequate progress in English language arts, Mathematics and English Language Development. Over the term of the LCAP Luther Burbank students will take science and history tests as they are released by the state. Increased academic proficiency will have a positive effect on school climate.

### **3) Engagement**

What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)? What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP? 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?

The district will allocate resources to improving attendance and decreasing tardy and truant behaviors. Intervention staffing, and strategies are designed to increase students' connectedness, and so their academic and social success. We intend to improve engagement (and attendance) and decrease negative behaviors. We anticipate truancy to decline from approximately 10% of the students displaying truant behavior to less than 5% over the course of this plan. We anticipate an increase from 95-96% attendance to 97%. We expect a decrease in discipline referrals and suspensions.

Additional family services and parent education sessions offered on campus are designed to increase parental engagement. Parent leadership opportunities are available through School Site Council, the English Learner Advisory Committee, the Parent Teacher Organization and Padres con Poder, our Spanish-speaking parent group. We anticipate an increase in parent participation in leadership and in volunteerism. Parent participation currently varies by event from "95%+ participation in parent/teacher conferences to "it's sometimes difficult to have a quorum at leadership activities." These events and interventions will have a positive effect on school climate.

### **4. Locally-identified Priorities**

What are the LEA's goal(s) to address locally-identified priorities? What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP? 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?

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1. A priority goal at Luther Burbank is to close the achievement gap for our English Learners so that they can best prepare for their future. Adding a “Language Lab” staffed with a Reading Specialist to our school will provide additional opportunity for our English learners to acquire and practice social and academic English. Strategies for teaching and learning for newcomers and long term English learners will be the focus of this educational environment.

We expect that increasing numbers of students will qualify for reclassification annually. We also expect that increasing numbers of English learners will demonstrate proficiency in their classroom performance and on their state tests. We’ll use the CELDT to measure progress in English Language Development.

2. A priority goal for Luther Burbank is to integrate and infuse technology into teaching and learning. We intend for our students to have fluent access to the world through modern media, and for this access and experience to positively affect academic performances and narrow the gap between our students and their peers. An updated Technology Plan, purchase and inventory of hardware and software, schedules, lesson plans and student products will provide evidence of progress toward this goal.

3. A priority goal for Luther Burbank is to provide interventions in academics and social-emotional well-being to foster successful, confident youngsters. Counseling and social services is recognized as a high need at Luther Burbank. Staffing rosters, schedules, student behaviors and parent reports will provide evidence of progress toward this goal.

4. A priority for Luther Burbank is to provide an extended safe and rich learning environment through our Afterschool Program. Student attendance and satisfaction will provide evidence of progress toward this goal.

- 3) 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.)?

During the fall of 2013, STAR achievement data from the previous spring was evaluated. Attendance and demographic data are available in our student information system. In the winter of 2013-2014 the district collected perception data from site level advisory groups, staff, parents, and pupils. Because Luther Burbank is a one school district, the input from stakeholders and data review is concentrated at one site.



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- 4) 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?

An unduplicated count of subgroups indicates that 96.5% of our students are eligible for “increased or improved” services as defined by LCFF regulations. 92.5% are economically disadvantaged. 76% are English learners. 3% are homeless or foster youth. Schoolwide efforts to improve engagement and achievement based on group and individual identified needs will best serve the Luther Burbank students. Focused opportunities for academic skills development will be provided for English learners, disadvantaged, foster youth and students who have an Individualized Education Plan.

- 5) What information was considered/reviewed for individual school sites?

Achievement data, demographic data, attendance data, truancy information, facilities review, student documentation and perception data were reviewed at Luther Burbank to determine need for supplemental services.

- 6) What information was considered/reviewed for subgroups identified in Education Code section 52052?

Achievement data, demographic data, attendance data, truancy information, facilities information, student documentation and perception data were reviewed at Luther Burbank to determine need for supplemental services for English learners, economically disadvantaged students and foster care youth.

- 7) 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?

Not applicable at this time.

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### Section 2: Goals and Progress Indicators

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Needs:</p> <ol style="list-style-type: none"> <li>1. Safe, learning environment. Energy efficiency. Deferred maintenance.</li> <li>2. Credentialed Teachers</li> <li>3. Core instructional materials</li> </ol> <p>Metrics: Parent Survey, CCTC, IEI, Rate of Teacher Misassignment, Resolution of Materials Sufficiency, Common Core</p>	<p><i>Goal 1: To improve the conditions of learning for the students of Luther Burbank School.</i></p>	All	Luther Burbank		Improve safety and security	Improve and maintain safety and security	Maintain safety and security	<ol style="list-style-type: none"> <li>1. Conditions of Learning – Basic Services <ul style="list-style-type: none"> <li>• Campus Safety and Security</li> <li>• Energy Efficiency</li> <li>• Technology</li> </ul> </li> <li>2. Conditions of Learning – Implementation of Standards</li> <li>6. Engagement - School Climate</li> <li>7. Conditions of Learning - Course Access</li> </ol>
					No areas less than “good” on IEI	All areas “good or exemplary” on IEI	All areas “exemplary” on IEI	
					Professional Development in Content and Performance Standards	Continue PD	Continue PD	
					100% Highly Qualified Teachers	100% Highly Qualified Teachers	100% Highly Qualified Teachers	
					Curriculum Adoption	Curriculum Implementation	Curriculum Adoption	
					100% materials sufficiency	100% materials sufficiency	100% materials sufficiency	

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### Section 2: Goals and Progress Indicators (continued)

Identified Need and Metric	Goals	Subgroup	School	Annual Update: Analysis of Progress	What will be different/improved for students?			State and Local Priorities
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Needs: English Language Acquisition, Academic proficiency as compared with peers across the county, state and nation</p> <p>Metrics: Report Cards, Teacher Observation, State scores, CELDT, State and federal accountability measures, Lesson Plans, ELD schedules, Principal monitoring, Staffing Records, Professional Development Sign In, Equipment Inventories, Parent Participation Attendance and Discipline Records Common Core Special Education Program</p>	<p><i>Goal 2: To improve academic achievement for the students of Luther Burbank School.</i></p>	<p>All Subgroup Focus:</p> <ul style="list-style-type: none"> <li>English Learners</li> <li>Special Needs Students</li> </ul>	<p>Luther Burbank</p>		Implement Intervention Programs and Performance Criteria – baseline data	Monitor and Evaluate and Revise Programs - increased % proficient on state and local assessments	Monitor and Evaluate Programs - increased % proficient	<p>4. Pupil Outcomes - Student Achievement</p> <p>7. Conditions of Learning – Course Access</p> <p>2. Conditions of Learning – Implementation of Standards</p> <ul style="list-style-type: none"> <li>ELD</li> </ul> <p>8. Pupil Outcomes - Other Student Outcomes</p> <ul style="list-style-type: none"> <li>Technology</li> <li>ELD</li> </ul>
					Align classroom instruction with the content and strategies of the Common Core standards - baseline % of students scoring proficient on formative /summative CC aligned assessments	Continue focus on classroom instruction implementing the Common Core standards – increased % of students scoring proficient on formative /summative CC aligned assessments	Continue focus on classroom instruction implementing the Common Core standards – increased % of students scoring proficient on formative /summative CC aligned assessments	
					PD – for admin and instructional staff	PD – for admin and instructional staff	PD – for admin and instructional staff	
					Academic information for Parents x 1	Academic information for Parents x 2	Academic information for Parents x 2	

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### Section 2: Goals and Progress Indicators (continued)

Identified Need and Metric	Goals	Subgroup	School	Annual Update: Analysis of Progress	What will be different/improved for students?			State and Local Priorities
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Needs: (1)More students coming to school, and coming to school on time (2)School attendance improvement (3)Address truancy, chronic absenteeism and the success of low income students, English learners, and foster youth.</p> <p>Metrics: Attendance and Truancy Data, Discipline Referrals, Suspension And Expulsion Data</p>	<p><i>Goal 3: To improve student engagement at Luther Burbank School.</i></p>	All	Luther Burbank		Increased attendance by .5%	Increased attendance by .5%	Increased attendance by .5%	5. Engagement - Student Engagement
					Decreased discipline reports by 5%	Decreased discipline reports by 3%	Decreased discipline reports by 1%	4. Pupil Outcomes - Student Achievement
					Decreased truancy and discipline reports by 2%	Decreased truancy and discipline reports by 2%	Decreased truancy and discipline reports by 2%	6. Engagement - School Climate
	<p><i>Goal 4: To improve parent involvement at Luther Burbank School.</i></p>	All	Luther Burbank		A Family School Liaison Counselor will be used to deal with truancy and absenteeism	A Family School Liaison Counselor will be used to deal with truancy and absenteeism	A Family School Liaison Counselor will be used to deal with truancy and absenteeism	8. Pupil Outcomes - Other Student Outcomes <ul style="list-style-type: none"> <li>• Counseling</li> <li>• Afterschool Program</li> </ul>
					Use the Family School Liaison to establish baseline data of parental involvement in leadership and volunteerism	Continued participation of parents by 40% in leadership activities, by 20% in volunteerism	Continued participation of parents by 50% in leadership activities, by 30% in volunteerism	3. Engagement - Parent Involvement
<p>Needs: (1)More parents participating, improved student behaviors (2) Make use of a Family School Liaison Counselor</p> <p>Metrics: Annual parent survey, Parent conference attendance, Family Resource Center Data, Events records, Parent Leadership records, Discipline data, Attendance Data, Student academic data</p>								5. Engagement – Student Engagement
								4. Pupil Outcomes- Student Achievement

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### **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?

After years of budget crisis in California, the district will take advantage of the new LCFF/LCAP process to:

1. Improve the Conditions of Learning for students by funding some facilities projects that will benefit all students by positively affecting their sense of safety and connectedness to the school. Additional academic and social services will increase access to the core curriculum for all students, and specifically for English learners, disadvantaged students and special needs students.
2. Improve the Academic Achievement of students through collaboration and training of the classroom teachers, providing curriculum aligned to the common core standards, developing a new intervention program to accelerate language learning, and leveraging the Afterschool Program resources.
3. Positively affect student engagement by exploring and improving the underlying causes for excessive absenteeism and truancy,

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implementing the common core standards, updating school facilities and providing targeted academic interventions.

4. Involve parents in the education of their children by increasing communication, and hosting activities and events that create a sense of belonging and foster leadership. Encourage leadership and volunteerism.

Specific actions and services are detailed in the charts below.

2) How do these actions/services link to identified goals and performance indicators?

The actions and services are designed to increase or improve student outcomes surrounding each of the 8 state priorities. The performance indicators are intended to provide feedback about the effectiveness of the action or service in relation to the four goals stated in Section 1.

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?

The expenditures to support the actions and services described in the Local Control Accountability Plan are listed as estimates in the chart below. They can be found in the district budget by referencing the Object Code.

\*CACE = Campbell Adult and Community Education

\*ASP = Afterschool Program

\*SVEF = Silicon Valley Education Foundation

\*GATE = Gifted and Talented Education

\*STEM = Science, Technology, Engineering and Math

\*IT = Instructional Technology

\*PEI = Prevention and Early Intervention Grant

Priority	Category	<u><b>Expenditures</b></u>	<b>Estimate Year 1</b>	<b>Estimate Year 2</b>	<b>Estimate Year 3</b>	<b>Object Code</b>
1, 5	Conditions of Learning: Basic Needs Engagement: Student Engagement	Williams/Facilities Maintained in Good Repair - Refinish Gym Floor, Repaint Street Fence, Roofing, Carpet	General Fund	General Fund	General Fund	5000
1, 5	Conditions of Learning: Basic Needs Engagement: Student Engagement	Williams/Facilities Maintained in Good Repair - Additional Deferred Maintenance	25,000	20,000	20,000	5000

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3	Engagement: Parent Involvement	ESL/English Language for parents	CACE	CACE	CACE	
3	Engagement: Parent Involvement	Translation Equipment	3,500			4400
3	Engagement: Parent Involvement	Parent volunteerism/parent coordinator	1,000	1,000	1,000	2200
3	Engagement: Parent Involvement	Parenting Classes	PEI	2,000	2,000	5000
4	Pupil Outcomes: Student Achievement	Technology Program Instructional Aide x2	75,000	76,000	77,000	2100
4	Pupil Outcomes: Student Achievement	Library Books	2,000	4,000	5,000	4200
4	Pupil Outcomes: Student Achievement	Supplemental Reading Software RAZ Kids, Reading A to Z, Accelerated Reader	7,000	7,000	7,000	4300
4	Pupil Outcomes: Student Achievement	Supplemental Subscription: Discovery Education	3,000	3,000	3,000	4300
4	Pupil Outcomes: Student Achievement	Afterschool Academic Tutoring Program K-8, focus on STEM	5,000	10,000	15,000	1900 4300
4	Pupil Outcomes: Student Achievement	Silicon Valley Education Foundation - Mathematics	4,000	4,000	4,000	5800
5	Engagement: Student Engagement	Front Office Health/Attendance/Truancy Support	General Fund	General Fund	General Fund	4300 2200
5	Engagement: Student Engagement	Enrichment: Art, Choir, Theater, Drama, Dance, Music, (includes Band and Mariachi)	ASP	ASP	ASP	2900 1900 5800 3000
5	Engagement: Student Engagement	Sports Program	ASP	ASP	ASP	2900 1900 5800 3000
5, 4	Engagement: Student Engagement Pupil Outcomes: Student Achievement	Outdoor Science Camp	0	6,000	4,000	5000
6	Engagement: School Climate	School Connectedness - Family activities (festivals/circus/fun/play/carnival/fundraiser, Science Fair, Math Night, Career Day, Rocket Fair, Crafts)	2,000	2,000	2,000	4300
7	Conditions of Learning: Course Access	Special Needs Instructional Aide x2	General Fund	General Fund	General Fund	2100
8	Pupil Outcomes: Other Student Outcomes	Parking Lot/Traffic/Walk and Roll Program	General Fund	General Fund	General Fund	
1, 5	Conditions of Learning: Basic Needs	Sense of Safety - Solar Lighting, LED Lighting, Indoor/Outdoor Repair/Retrofit, Outdoor Lighting	Prop 39	Prop 39		5000

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

1, 7, 2, 4	Conditions of Learning: Basic Needs Conditions of Learning: Course Access Conditions of Learning: Implementation of Standards Pupil Outcomes: Student Achievement	Core Instructional Materials Adoptions	Lottery \$\$	Lottery \$\$	Lottery \$\$	4100
2, 4	Conditions of Learning: Implementation of Standards Pupil Outcomes: Student Achievement	Supplemental Classroom Instructional Materials and Supplies	20,000	20,000	25,000	4300
2, 4	Conditions of Learning: Implementation of Standards Pupil Outcomes: Student Achievement	Professional Development, including (but not limited to): standards and assessments, ELD, special needs populations, mathematics, technology, leadership	Common Core \$	100,000	100,000	1900 5800
2, 7, 5, 4	Conditions of Learning: Implementation of Standards Conditions of Learning: Course Access Student Engagement Pupil Outcomes: Student Achievement	Technology for Student Use, IT Support	40,000	70,000	80,000	4400 5800
3, 1	Engagement: Parent Involvement Conditions of Learning: Basic Needs	Increased Communication, Facilities Maintained in Good Repair - Marquee	25,000			5800
3, 2	Engagement: Parent Involvement Conditions of Learning: Implementation of Standards	Increased Communication, including information about Common Core				
3, 5	Engagement: Parent Involvement Engagement: Student Engagement	Afterschool Parent/Child Technology class	ASP	ASP	ASP	2100
4, 6	Pupil Outcomes: Student Achievement School Climate	Library Media Instructional Aide	37,000	38,000	39,000	2100
4, 7	Pupil Outcomes: Student Achievement Conditions of Learning: Course Access	Intervention Program Teacher – Reading Specialist	100,000	102,000	105,000	1100
4, 7	Pupil Outcomes: Student Achievement Conditions of Learning: Course Access	Intervention Program Support	50,000	50,000	50,000	2100
5, 1	Engagement: Student Engagement Conditions of Learning: Basic Needs	Sense of Safety, Campus Security, School Entryway	Fund 21			5800
5, 1	Engagement: Student Engagement Conditions of Learning: Basic Needs	Sense of Safety, Before School Supplemental Homework Help	General Fund	General Fund	General Fund	2100
5, 1	Engagement: Student Engagement Conditions of Learning: Basic Needs	Sense of Safety, Additional Yard Duty Staff x 2	General Fund	General Fund	General Fund	2200
5, 4	Engagement: Student Engagement Pupil Outcomes: Student Achievement	Math, Science and Technology in Afterschool Program	General Fund	General Fund	General Fund	4300 1900 5800



## Local Control and Accountability Plan and Annual Update Template

5, 4	Engagement: Student Engagement Pupil Outcomes: Student Achievement	Field Trips (including to colleges)	fundraiser	fundraiser	fundraiser	
5, 6, 4	Engagement: Student Engagement: School Climate Pupil Outcomes: Student Achievement	Anti-Bullying, Attendance and Truancy Efforts	6,000	3,000	3,000	430022005800
6, 5	Engagement: School Climate Engagement: Student Engagement	School Connectedness - Recess Games and Clubs, Catholic Charities	2,000	2,000	4,291	4300
6, 5, 4	Engagement: School Climate Engagement: Student Engagement Pupil Outcomes: Student Achievement	Counselor	82,836	84,032	80,000	1200
6, 5, 5	Engagement: School Climate Engagement: Student Engagement Pupil Outcomes: Student Achievement	Counselor (continued)	General Fund	General Fund	General Fund	1200
7, 4	Conditions of Learning: Course Access Pupil Outcomes: Student Achievement	Increased Speech/Language Services	General Fund	General Fund	General Fund	1200
7, 4	Conditions of Learning: Course Access Pupil Outcomes: Student Achievement	Increased Services for students with special needs, including gifted students	General Fund	General Fund	General Fund	1200 1900 4300
7, 8	Conditions of Learning: Course Access Pupil Outcomes: Other Student Outcomes	Psychologist	General Fund	General Fund	General Fund	1200
8						

	Transfer Funds (to years 2 and 3)	66,030	-14,693	-41,768
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SPENDING

556,366 589,339 454,523

**FUNDING LCFF**

**556,366 589,339 454,523**

Transfer Funds (from year 1)

14,693 41,768  
**604,032 496,291**

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

- 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?  
N/A
- 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?  
N/A
- 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?  
N/A
- 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?  
N/A
- 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.

A list of actions to meet the LCAP goals can be found in the following template and also in response to Question 3 above. The expenditures by Object Code listed above can be found in the Luther Burbank 2014/2015 District Budget, approved on June 10, 2014. The specific actions in the plan will be reviewed in the spring of each year and as outcome data are available, so that actions and services can be adjusted to match the needs of the students.

## Local Control and Accountability Plan and Annual Update Template

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

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>Goal 1: To improve the Conditions of Learning for the students of Luther Burbank School.</i>	1. Conditions of Learning – Basic Services <ul style="list-style-type: none"> <li>• Campus Safety and Security</li> <li>• Energy Efficiency</li> <li>• Technology</li> </ul>	Improve safety and security	School/ LEA wide		<ul style="list-style-type: none"> <li>• Front entry gates -\$50,000, Fund 21</li> <li>• Indoor and Outdoor LED Lighting - \$75000, Prop39</li> <li>• LED Marquee -\$25000, Supplemental and Concentration</li> <li>• Additional Yard Duty Staff - \$20000, Base</li> <li>• Before school student services - \$3500, ASP</li> <li>• Williams Deferred Maintenance - \$20,000, Supplemental and Concentration</li> <li>• Williams Deferred Maintenance – as needed, Base</li> </ul>	<ul style="list-style-type: none"> <li>• Refinish Gym Floor - \$20,000 Base</li> <li>• Repaint Green Fence- \$20,000 Base</li> <li>• Williams Deferred Maintenance - \$20,000, Supplemental and Concentration</li> <li>• Williams Deferred Maintenance – as needed, Base</li> </ul>	<ul style="list-style-type: none"> <li>• Williams Deferred Maintenance- \$20,000, Supplemental and Concentration</li> <li>• Williams Deferred Maintenance – as needed, Base</li> </ul>
	2. Conditions of Learning – Implementation of Standards  6. Engagement - School Climate  7. Conditions of Learning - Course Access	Improve instructional practice through Professional Development in Content and Performance Standards	School/ LEA wide		<ul style="list-style-type: none"> <li>• Professional Development in Common Core Mathematics Standards</li> <li>• Professional Development in California English Language Development Standards</li> <li>• Professional planning for standards implementation - \$100000, Common Core and Supplemental and Concentration</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development in Common Core Science Standards</li> <li>• Professional Development in California ELD Standards</li> <li>• Professional planning for standards implementation \$100000, Common Core and Supplemental and Concentration</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development in Common Core Standards</li> <li>• Professional Development in California ELD Standards</li> <li>• Professional planning for standards implementation \$100000, Common Core and Supplemental and Concentration</li> </ul>
		Improve Curriculum through Adoption and Implementation of Common Core standards aligned materials	School/ LEA wide		<ul style="list-style-type: none"> <li>• Williams Sufficiency of Instructional Materials – Mathematics Adoption - \$135000, Lottery</li> <li>• Additional Instructional Materials - \$55000, Base, \$20000, Supplemental and Concentration</li> </ul>	<ul style="list-style-type: none"> <li>• Williams Sufficiency of Instructional Materials – Mathematics Implementation \$50000, Base</li> <li>• Additional Instructional Materials - - \$55000, Base, \$20000, Supplemental and Concentration</li> </ul>	<ul style="list-style-type: none"> <li>• Williams Sufficiency of Instructional Materials – Curriculum Adoption</li> <li>• \$135000, Lottery</li> <li>• Additional Instructional Materials - \$55000, Base, \$25000, Supplemental and Concentration</li> </ul>

## Local Control and Accountability Plan and Annual Update Template

### Section 3: Actions, Services, and Expenditures (continued)

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? 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>Goal 2: To improve Academic Achievement for the students of Luther Burbank School.</i>	4. Pupil Outcomes - Student Achievement  7. Conditions of Learning – Course Access  2. Conditions of Learning – Implementation of Standards • ELD  8. Pupil Outcomes - Other Student Outcomes • Technology • ELD	Implement Intervention and Instructional Programs	School/ LEA wide		Develop a Language Lab: <ul style="list-style-type: none"> <li>• Reading Specialist and Aide</li> <li>• Technology and instructional materials</li> <li>• Develop Performance Criteria</li> </ul> \$150000, Supplemental and Concentration	<ul style="list-style-type: none"> <li>• Monitor and Evaluate Program</li> <li>• Revise as needed</li> </ul> \$152000, Supplemental and Concentration	<ul style="list-style-type: none"> <li>• Monitor and Evaluate Program</li> <li>• Revise as needed</li> </ul> \$155000, Supplemental and Concentration
					<ul style="list-style-type: none"> <li>• Library Media Aide -\$37000, Supplemental and Concentration</li> </ul>	<ul style="list-style-type: none"> <li>• Library Media Aide - \$38000, Supplemental and Concentration</li> </ul>	<ul style="list-style-type: none"> <li>• Library Media Aide - \$39000, Supplemental and Concentration</li> </ul>
					<ul style="list-style-type: none"> <li>• Afterschool Academic Tutoring Program, focus on STEM</li> <li>• GATE</li> <li>• Science, Technology and Math in ASP</li> </ul> \$20000, ASP \$5000, Supplemental and Concentration	<ul style="list-style-type: none"> <li>• Afterschool Academic Tutoring Program, focus on STEM</li> <li>• GATE</li> <li>• Science, Technology and Math in ASP</li> </ul> \$25000, ASP \$10000, Supplemental and Concentration	<ul style="list-style-type: none"> <li>• Afterschool Academic Tutoring Program, focus on STEM</li> <li>• GATE</li> <li>• Science, Technology and Math in ASP</li> </ul> \$25000, ASP \$10000, Supplemental and Concentration
					<ul style="list-style-type: none"> <li>• Accelerated Reader, Library Support</li> <li>• RAZ Kids, Reading A to Z, Discovery Education</li> </ul> \$12000, Supplemental and Concentration	<ul style="list-style-type: none"> <li>• Accelerated Reader, Library Support</li> <li>• Multimedia Learning</li> </ul> \$14000, Supplemental and Concentration	<ul style="list-style-type: none"> <li>• Accelerated Reader, Library Support</li> <li>• Multimedia Learning</li> </ul> \$15000, Supplemental and Concentration
					Increase Special Education Services <ul style="list-style-type: none"> <li>• .5 Teacher - \$40000, Base</li> <li>• Psychologist - \$20000, Base</li> <li>• Counselor - \$82836 Supplemental and Concentration \$17164 Base</li> <li>• Speech and Language - \$20000, Base</li> <li>• Instructional Aides x2 - \$75000, Base</li> </ul>	Special Education Services <ul style="list-style-type: none"> <li>• .5 Teacher - \$40000, Base</li> <li>• Psychologist - \$20000, Base</li> <li>• Counselor - \$82836 Supplemental and Concentration \$17164 Base</li> <li>• Speech and Language - \$20000, Base</li> <li>• Instructional Aides x2 - \$76000, Base</li> </ul>	Special Education Services <ul style="list-style-type: none"> <li>• .5 Teacher - \$40000, Base</li> <li>• Psychologist - \$20000, Base</li> <li>• Counselor - \$82836 Supplemental and Concentration \$17164 Base</li> <li>• Speech and Language - \$20000, Base</li> <li>• Instructional Aides x2 - \$77000, Base</li> </ul>

## Local Control and Accountability Plan and Annual Update Template

Goal 2: Academic Achievement (Continued)	Related State and Local Priorities				What actions are performed or services provided in each year? 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
	4. Pupil Outcomes - Student Achievement  7. Conditions of Learning – Course Access  2. Conditions of Learning – Implementation of Standards • ELD  8. Pupil Outcomes - Other Student Outcomes • ELD				<ul style="list-style-type: none"> <li>Class Field Trips K-8 \$10000, Fundraisers</li> </ul>	<ul style="list-style-type: none"> <li>Class Field Trips K-8 \$10000, Fundraisers</li> <li>Outdoor Education, Science Camp \$6000, Supplemental and Concentration and Fundraisers if needed</li> </ul>	<ul style="list-style-type: none"> <li>Class Field Trips K-8 \$10000, Fundraisers</li> <li>Outdoor Education, Science Camp \$4000, Supplemental and Concentration and Fundraisers if needed</li> </ul>
		Align classroom instruction with the content and strategies of the Common Core standards  Assess, monitor and report student progress in mastering the Common Core standards	School/LEA wide		<ul style="list-style-type: none"> <li>Identify and implement effective CC aligned instructional practices</li> <li>Develop assessments and Report Cards for CC instruction</li> <li>Deliver and assess CC aligned instructional content</li> </ul>	<ul style="list-style-type: none"> <li>Use aligned assessments and Report Cards</li> <li>Implement and assess schoolwide best practices in ELD</li> <li>Evaluate staffing, software/hardware, connectivity Update Technology Plan</li> </ul>	<ul style="list-style-type: none"> <li>Use aligned assessments and Report Cards</li> <li>Implement and assess additional schoolwide best practices in ELD</li> <li>Implement Technology Plan to strengthen curriculum and instruction</li> </ul>
					<ul style="list-style-type: none"> <li>Technology for Student Use/IT Support - \$40000, Supplemental and Concentration</li> </ul>	<ul style="list-style-type: none"> <li>Technology for Student Use/IT Support - \$70000, Supplemental and Concentration</li> </ul>	<ul style="list-style-type: none"> <li>Technology for Student Use/IT Support - \$70000, Supplemental and Concentration</li> </ul>
					<ul style="list-style-type: none"> <li>Technology Aides - \$75000, Supplemental and Concentration</li> </ul>	<ul style="list-style-type: none"> <li>Technology Aides - \$76000, Supplemental and Concentration</li> </ul>	<ul style="list-style-type: none"> <li>Technology Aides - \$77000, Supplemental and Concentration</li> </ul>
		Professional Development – for administration and instructional staff	School/LEA wide		<ul style="list-style-type: none"> <li>Identify effective CC aligned instructional practices</li> <li>Revise Report Cards</li> <li>Develop and use CC aligned benchmark assessments</li> <li>Participate in SCCOE Curriculum Council</li> <li>Participate in MARS Mathematics Collaborative \$100000, Common Core \$\$</li> </ul>	<ul style="list-style-type: none"> <li>Participate in focused PD, individual or group linked to the Common Core Standards, and/or accomplishing the Goals of the LCAP</li> <li>Participate in common scoring sessions analyzing Performance Assessments in Math and Writing \$100000, Supplemental and Concentration</li> </ul>	<ul style="list-style-type: none"> <li>Participate in focused PD, individual or group linked to the Common Core Standards, and/or accomplishing the Goals of the LCAP</li> <li>Participate in common scoring sessions analyzing Performance Assessments in Math, Writing, ELA/ELD \$100000, Supplemental and Concentration</li> </ul>
					<ul style="list-style-type: none"> <li>Participate in SVEF, math intervention program \$4000, Supplemental and Concentration</li> </ul>	<ul style="list-style-type: none"> <li>Participate in SVEF, math intervention program \$4000, Supplemental and Concentration</li> </ul>	<ul style="list-style-type: none"> <li>Participate in SVEF, math intervention program \$4000, Supplemental and Concentration</li> </ul>

## Local Control and Accountability Plan and Annual Update Template

### Section 3: Actions, Services, and Expenditures (continued)

Goal	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? 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: To improve Student Engagement at Luther Burbank School.	5. Engagement - Student Engagement  4. Pupil Outcomes - Student Achievement  6. Engagement - School Climate  8. Pupil Outcomes - Other Student Outcomes <ul style="list-style-type: none"> <li>• Counseling</li> <li>• Technology</li> <li>• Afterschool Program</li> </ul>	Increased attendance  Decreased truancy  Decreased discipline reports	School/ LEA wide		<ul style="list-style-type: none"> <li>• Front office Health/Attendance/Truancy support – staffing and supplies - \$40000, Base</li> <li>• Anti-bullying, Attendance, Truancy Programs - \$6000, Supplemental and Concentration</li> <li>• Enrichment activities - \$40000, ASP</li> <li>• Sports Program -\$10000, ASP</li> <li>• Recess Games and Clubs - \$2000, Supplemental and Concentration, Catholic Charities</li> </ul>	<ul style="list-style-type: none"> <li>• Front office Health/Attendance/Truancy support – staffing and supplies - \$40000, Base</li> <li>• Anti-bullying, Attendance, Truancy Programs - \$3000, Supplemental and Concentration</li> <li>• Enrichment activities - \$40000, ASP</li> <li>• Sports Program-\$10000, ASP</li> <li>• Recess Games and Clubs - \$2000, Supplemental and Concentration, Catholic Charities</li> </ul>	<ul style="list-style-type: none"> <li>• Front office Health/Attendance/Truancy support – staffing and supplies - \$40000, Base</li> <li>• Anti-bullying, Attendance, Truancy Programs - \$3000, Supplemental and Concentration</li> <li>• Enrichment activities - \$40000, ASP</li> <li>• Sports Program-\$10000, ASP</li> <li>• Recess Games and Clubs - \$4291, Supplemental and Concentration</li> </ul>
					Previously listed as funded <ul style="list-style-type: none"> <li>• Facilities maintenance (entryway, lighting)</li> <li>• Before School Program</li> <li>• Additional Yard Duty Staff</li> <li>• Field Trips</li> <li>• STEM in ASP</li> <li>• Parent/Student Technology in ASP</li> <li>• Technology for students</li> <li>• Recess Games and Clubs</li> <li>• Counseling Services</li> </ul>	Previously listed as funded <ul style="list-style-type: none"> <li>• Facilities maintenance</li> <li>• Before School Program</li> <li>• Additional Yard Duty Staff</li> <li>• Field Trips</li> <li>• STEM in ASP</li> <li>• Parent/Student Technology in ASP</li> <li>• Technology for students</li> <li>• Recess Games and Clubs</li> <li>• Counseling Services</li> <li>• Outdoor Science Camp</li> </ul>	Previously listed as funded <ul style="list-style-type: none"> <li>• Facilities maintenance</li> <li>• Before School Program</li> <li>• Additional Yard Duty Staff</li> <li>• Field Trips</li> <li>• STEM in ASP</li> <li>• Parent/Student Technology in ASP</li> <li>• Technology for students</li> <li>• Counseling Services</li> <li>• Outdoor Science Camp</li> </ul>

## Local Control and Accountability Plan and Annual Update Template

### Section 3: Actions, Services, and Expenditures (continued)

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? 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>Goal 4: To improve Parent Engagement at Luther Burbank School.</i>	3. Engagement - Parent Involvement  5. Engagement – Student Engagement  4. Pupil Outcomes - Student Achievement	Increased participation of parents in leadership activities and volunteerism	School/ LEA wide		<ul style="list-style-type: none"> <li>Connectedness - Family Fun activities - \$2000, Supplemental and Concentration, Fundraisers</li> <li>Parent/Student Technology in ASP - \$1000, ASP</li> <li>ESL/English Language classes for parents – CACE</li> <li>Volunteer opportunities/volunteer coordinator - \$1000, Supplemental and Concentration</li> <li>Parenting classes - PEI</li> <li>Increased communication, academic topics, standards - Staff</li> </ul> <p>Previously listed as funded</p> <ul style="list-style-type: none"> <li>Translation Equipment</li> <li>Increased communication, Marquee</li> </ul>	<ul style="list-style-type: none"> <li>Connectedness - Family Fun activities - \$2000, Supplemental and Concentration, Fundraisers</li> <li>Parent/Student Technology in ASP - \$1000, ASP</li> <li>ESL/English Language classes for parents – CACE</li> <li>Volunteer opportunities/volunteer coordinator - \$1000, Supplemental and Concentration</li> <li>Parenting classes - \$2000, Supplemental and Concentration</li> <li>Continued communication, academic topics, standards - Staff</li> </ul>	<ul style="list-style-type: none"> <li>Connectedness - Family Fun activities - \$2000, Supplemental and Concentration, Fundraisers</li> <li>Parent/Student Technology in ASP - \$1000, ASP</li> <li>ESL/English Language classes for parents – CACE</li> <li>Volunteer opportunities/volunteer coordinator - \$1000, Supplemental and Concentration</li> <li>Parenting classes - \$2000, Supplemental and Concentration</li> <li>Continued communication, academic topics, standards - Staff</li> </ul>

- 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.**

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

At Luther Burbank, we intend that most of the LCAP actions and services take place schoolwide in our one school district with a high population of unduplicated students (96%). All students will benefit from a focus on improving the conditions of learning, academic content and rigor, and increasing engagement of students and families. All students will have access to technology for assessment and learning. As instructional materials become available the district will adopt new curriculums for all students.

The programs are for most or all, but the services are expected to be differentiated to accommodate for the needs of the individuals or small groups of students for some part of the school day. Counseling will look very different from one child to another. What happens afterschool in the Tutoring Center (focused on STEM) will not be identical from student to student. The Language Lab will feature an expert who can provide short term, intense skill-based instruction, filling just the need that a newcomer or a long time English learner may have, in a small group setting. Technology and increased library services will help us provide background knowledge, individualized pacing and content for, to preview, review or accelerate. Increased Special Education services will help us support students more effectively. Funding for professional development will be used for collaboration, planning, workshops and/or conferences to facilitate administrators and teachers knowledge of the Common Core standards in Reading, Language Arts and Mathematics, the California English Language Development Standards (and upcoming Science Standards), and the implications of these on instruction and assessment.

The annual actions and services for all students are described in Sections 2 and 3A.

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? 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
<b>Goal 2: To improve Academic Achievement for the students of Luther Burbank School.</b>	4. Pupil Outcomes - Student Achievement  7. Conditions of Learning – Course Access  2. Conditions of Learning – Implementation of	For low income pupils, 92%:	School/ LEA wide		<ul style="list-style-type: none"> <li>Identify effective CC aligned instructional practices</li> <li>Revise Report Cards</li> <li>Develop and use CC aligned benchmark assessments</li> <li>Participate in SCCOE Curriculum Council</li> <li>Participate in MARS Mathematics Collaborative</li> </ul> \$100000, Common Core \$\$	<ul style="list-style-type: none"> <li>Participate in focused PD, individual or group linked to the Common Core Standards, and/or accomplishing the Goals of the LCAP</li> <li>Participate in common scoring sessions analyzing Performance Assessments in Math and Writing</li> </ul> \$100000, Supplemental and Concentration	<ul style="list-style-type: none"> <li>Participate in focused PD, individual or group linked to the Common Core Standards, and/or accomplishing the Goals of the LCAP</li> <li>Participate in common scoring sessions analyzing Performance Assessments in Math, Writing, ELA/ELD</li> </ul> \$100000, Supplemental and Concentration



## Local Control and Accountability Plan and Annual Update Template

	Standards • ELD				<ul style="list-style-type: none"> <li>Participate in SVEF, math intervention program \$4000, Supplemental and Concentration</li> </ul>	<ul style="list-style-type: none"> <li>Participate in SVEF, math intervention program \$4000, Supplemental and Concentration</li> </ul>	<ul style="list-style-type: none"> <li>Participate in SVEF, math intervention program \$4000, Supplemental and Concentration</li> </ul>
	8. Pupil Outcomes - Other Student Outcomes • Technology • ELD	For English learners, 76%:	School/LEA wide		Develop a Language Lab: <ul style="list-style-type: none"> <li>Reading Specialist and Aide</li> <li>Technology and instructional materials</li> <li>Develop Performance Criteria \$150000, Supplemental and Concentration</li> </ul>	<ul style="list-style-type: none"> <li>Monitor and Evaluate Program</li> <li>Revise as needed \$152000, Supplemental and Concentration</li> </ul>	<ul style="list-style-type: none"> <li>Monitor and Evaluate Program</li> <li>Revise as needed \$155000, Supplemental and Concentration</li> </ul>
		For foster youth, .003%:	School/LEA wide		<ul style="list-style-type: none"> <li>Identify effective CC aligned instructional practices</li> <li>Revise Report Cards</li> <li>Develop and use CC aligned benchmark assessments</li> <li>Participate in SCCOE Curriculum Council</li> <li>Participate in MARS Mathematics Collaborative \$100000, Common Core \$\$</li> <li>Participate in SVEF, math intervention program \$4000, Supplemental and Concentration</li> </ul>	<ul style="list-style-type: none"> <li>Participate in focused PD, individual or group linked to the Common Core Standards, and/or accomplishing the Goals of the LCAP</li> <li>Participate in common scoring sessions analyzing Performance Assessments in Math and Writing \$100000, Supplemental and Concentration</li> <li>Participate in SVEF, math intervention program \$4000, Supplemental and Concentration</li> </ul>	<ul style="list-style-type: none"> <li>Participate in focused PD, individual or group linked to the Common Core Standards, and/or accomplishing the Goals of the LCAP</li> <li>Participate in common scoring sessions analyzing Performance Assessments in Math, Writing, ELA/ELD \$100000, Supplemental and Concentration</li> <li>Participate in SVEF, math intervention program \$4000, Supplemental and Concentration</li> </ul>
		For redesignated fluent English proficient pupils, ~5%:	School/LEA wide		<ul style="list-style-type: none"> <li>Identify effective CC aligned instructional practices</li> <li>Revise Report Cards</li> <li>Develop and use CC aligned benchmark assessments</li> <li>Participate in SCCOE Curriculum Council</li> <li>Participate in MARS Mathematics Collaborative \$100000, Common Core \$\$</li> <li>Participate in SVEF, math intervention program \$4000, Supplemental and Concentration</li> </ul>	<ul style="list-style-type: none"> <li>Participate in focused PD, individual or group linked to the Common Core Standards, and/or accomplishing the Goals of the LCAP</li> <li>Participate in common scoring sessions analyzing Performance Assessments in Math and Writing \$100000, Supplemental and Concentration</li> <li>Participate in SVEF, math intervention program \$4000, Supplemental and Concentration</li> </ul>	<ul style="list-style-type: none"> <li>Participate in focused PD, individual or group linked to the Common Core Standards, and/or accomplishing the Goals of the LCAP</li> <li>Participate in common scoring sessions analyzing Performance Assessments in Math, Writing, ELA/ELD \$100000, Supplemental and Concentration</li> <li>Participate in SVEF, math intervention program \$4000, Supplemental and Concentration</li> </ul>

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		For Special Needs Students, ~10%	School/LEA wide		Increase Special Education Services <ul style="list-style-type: none"> <li>• .5 Teacher - \$40000, Base</li> <li>• Psychologist - \$20000, Base</li> <li>• Counselor - \$82836 Supplemental and Concentration \$17164 Base</li> <li>• Speech and Language - \$20000, Base</li> <li>• Instructional Aides x2 - \$75000, Base</li> </ul>	Special Education Services <ul style="list-style-type: none"> <li>• .5 Teacher - \$40000, Base</li> <li>• Psychologist - \$20000, Base</li> <li>• Counselor - \$82836 Supplemental and Concentration \$17164 Base</li> <li>• Speech and Language - \$20000, Base</li> <li>• Instructional Aides x2 - \$76000, Base</li> </ul>	Special Education Services <ul style="list-style-type: none"> <li>• .5 Teacher - \$40000, Base</li> <li>• Psychologist - \$20000, Base</li> <li>• Counselor - \$82836 Supplemental and Concentration \$17164 Base</li> <li>• Speech and Language - \$20000, Base</li> <li>• Instructional Aides x2 - \$77000, Base</li> </ul>
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- 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.)

Luther Burbank's prior year state supplemental funding for students with high needs was \$204,000 (our EIA grant expenditures). Due to a high percentage of English learners and FRPM students (unduplicated count 96%) the Economic Impact Aid grant monies, as well as the entire district budget, were used to support and serve the students school wide. Funding in 2014-2015 is projected to be approximately \$532,183 in supplemental and concentration grant monies. These funds will be used to increase and improve the conditions of learning, the academic achievement, and the engagement and involvement of students and their families at Luther Burbank. Most improvement efforts will be school wide and district wide.

- 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

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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 unduplicated student count at Luther Burbank is estimated to be 95-96% in 2014-2015 school year. By formula (Title 5 CCR 15496), the current year Minimum Proportionality Percentage (MPP) is 15.59%. This is the percentage by which services and supports for unduplicated students must be increased or improved over services provided for all students in the LCAP year. However, due to the high percentage of unduplicated students, not only 15%, but, all of the supplemental and concentration funding, as well as the entire district budget, will be used to support their educational needs school wide and district wide.