

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

LEA: Leadership Public Schools San Jose Contact (Name, Title, Email, Phone Number): Jessica Diaz, Principal, jbarrett@leadps.org LCAP Year: 2014

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.

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:

Jamie By Waters, LPS Supt. CEO 6/24/14

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 adapted 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)

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 became 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. (See example from PDF)

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Leadership Public Schools San Jose went through an extensive involvement process to ensure the perspectives of our multiple stakeholders both informed the development and revision of our Local Control Accountability Plan. The narrative below outlines our differentiated approaches:</p> <p>Students/Pupils: In an effort to ensure the voice and perspective of pupils were included in the development of the LCAP, town hall meetings were held in all English classes. This involved the principal of the LEA visiting all English classes, sharing the goals of the LCAP and revisiting schools goals. Students were then asked to share their perspectives on what needed to be changed, kept, or developed to ensure better outcomes as a</p>	<p>Our engagement with various stakeholders helped us identify key state priorities where we were already seeing successes. It also helped us identify particular areas of focus and helped shape both the goals and actions we will take to improve student outcomes. Our involvement process had the following specific impact on our LCAP.</p> <ul style="list-style-type: none"> • Identification of student achievement as a primary growth target, specifically examining EL and SPED achievement • School climate needs – currently have a culture of

school. In addition to facilitated conversations, students completed an accompanying survey to ensure students who did not feel comfortable voicing their thoughts out loud were also able to contribute. The survey included between 4 and 12 open-ended questions depending on the grade level and included such questions as:

- What needs to change about LPS San Jose to better prepare you for college?
- What would help increase school spirit, student engagement, and pride?
- To what degree do you feel adults at school hold high expectations of you? Explain.
- Do you feel respected at LPS San Jose? Why or why not?
- What would need to change in order for LPS San Jose to truly live up to its original ideals of commitment, respect, and responsibility?

LEA Personnel (Teachers/Staff): Input from personnel was collected in two primary ways. All staff were given an extensive network wide survey in February 2014 that assessed school climate, instructional program, college preparation for students, teacher evaluation and professional development. In addition 30 minute 1:1 conversations were held with all returning staff to delve deeper into their perspectives in relationship to the eight statewide priorities. These conversations were led by the incoming principal and were conducted over the winter and early Spring of 2014.

Parents/Community Members: The LEA held a series of parent engagement meetings specifically aimed at educating parents about LCAP/LCFF, as well as soliciting their input on plan development. Below is an outline of the various engagement points.

- **January 27:** Superintendent & CEO led parent meeting introducing LCFF, LCAP, and opportunities for engagement.
- **February 12:** Interested EL parents convened as the LCAP EL Parent Advisory committee to discuss opportunities at LPS San Jose
- **March 19:** A combined meeting was held between the Parent Guardian Association (PGA), the School Site Council (SSC), and the English Learner Advisory Committee (ELAC). The eight state priorities were reviewed and discussion was had to brainstorm actions that would lead to improved outcomes for students.
- **April 23:** Parent Guardian Association reviewed previous ideas and new attendees contributed their input
- **May 8:** School Site Council (SSC), and the English Learner Advisory Committee (ELAC) reviewed school data and possible goals in alignment to each of the eight state priorities, focusing primarily on Priority Three: Parent Involvement and Priority Five: Pupil Engagement. They contributed additional or supplemental goals (specific focus to EL achievement and engagement) and generated potential actions that could be taken by the school.

discipline rather than community or academic pride.

- Need for additional college and career readiness opportunities including more class options, AP courses, college visits, internships, guest speakers, etc
- Need for stronger parent perspectives and participation in school wide events.

In addition to the above impact, there were additional thoughts and perspectives that arose from our engagement process that, while incredibly helpful, were not integrated into the current version of our LCAP. In making the decision to not prioritize these goals or actions, we took into account what is enumerated in our charter petition as well as the data that drove the goals outlined in section two. Below is a list of themes that arose from our involvement process which were not incorporated.

- Construction of a larger or enclosed facility
- Change of food program
- Elimination of school uniforms

<ul style="list-style-type: none"> • Week of May 19th: SSC, ELAC, and LCAP EL Parent Advisory committee reviewed final LCAP and gave approval. <p>Additional Stake Holders: Our work with additional partners and stake holders has also informed the content and development of the LCAP. Conversations with the City Peace Project and the Mexican American Community Services Agency (MACSA) were had around current and future gang involvement work to be done at LPS San Jose. In addition, our participation and ongoing conversations with "A Look at Learning," a Santa Clara County Office of Education Program designed to support effective implementation of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) in the content areas helped inform both our goals and actions related to our English Learners. Finally, the Leadership Public Schools Network Director of Student Services had direct involvement in facilitating a portion of the stakeholder engagement conversations, specifically with parents. In addition, he reviewed all goals and actions pertaining to our Special Education students.</p>	
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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 (Three years), 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 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 specific subgroups, **including pupils with disabilities.**
- 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?

LPS SAN JOSE LCAP

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		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
<p>Need: To provide and maintain basic services for students and schools</p> <p>Metric: % of teachers in the correct assignment areas</p>	<i>Ensure all teachers are appropriately credentialed for their assigned area of instruction and pupils in their classroom.</i>	All Students	LPS San Jose		100%	100%	100%	Basic Services (1)
<p>Need: To provide and maintain basic services for students and schools</p> <p>Metric: Standards aligned instructional materials and school based technology survey</p>	<i>All students have access to individual technology use to facilitate standards aligned instruction.</i>	All Students	LPS San Jose		Technology Cart access for 90% of classrooms	Technology Cart access for 100% of classrooms	Technology Cart access for 100% of classrooms	Basic Services (1)
<p>Need: Ensure all students have access to and are successful according to the Common Core State Standards</p> <p>Metric: % proficiency on CCSS/SBAC Mathematics Assessments</p>	<i>Increase the number of students proficient or above according to the CCSS/SBAC assessments in Mathematics</i>	All Students EL Students SPED	LPS San Jose		Benchmark Benchmark Benchmark	B + 2% B + 2% B + 2%	B + 5% B + 5% B + 5%	Implementation of State Standards (2) Student Achievement (4)
<p>Need: Ensure all students have access to and are successful according to the Common Core State</p>	<i>Increase the number of students proficient or above according to the CCSS/SBAC assessments in English</i>	All Students EL Students	LPS San Jose		Benchmark Benchmark	B + 2% B + 2%	B + 5% B + 5%	Implementation of State Standards (2) Student Achievement (4)

LPS SAN JOSE LCAP

Standards		SPED Students			Benchmark	B + 2%	B + 5%	
Metric: % proficiency on CCSS/SBAC English Assessments								
Need: Increase number of students prepared for college	<i>Increase the number of student who complete 15 A-G units.</i>	All Students	LPS San Jose	80%	82%	84%	86%	Student Achievement (4)
Metric: % of students completing minimum A-G course of study		EL Students		62%	64%	66%	68%	
		SPED Students		NA				
		African American		NA				
Need: increase parent involvement with school	<i>Increase percent of parents who complete Parent Survey</i>	All Students	LPS San Jose		Benchmark	B + 5%	B + 10%	Parent Involvement (3)
Metric: % completion of parent survey		EL Students						
		SPED Students						
Need: Increase parent involvement in school	<i>Increase the number of family members attending academic engagement activities (PGA, conferences, community service).</i>	All Students	LPS San Jose		Baseline	B+5%	B+10%	Parent Involvement (3)
Metric: percent of parents who attend workshops, conferences, or other academic activities								
Need: Rapidly develop the English Proficiency of our EL Students	<i>Increase the percentage of ELs making annual progress</i>	EL Students	LPS San Jose		52%	54%	56%	Student Achievement (4)
Metric: AMAO 1								
Need: Rapidly develop the English Proficiency of our EL Students	<i>Increase the percentage of ELs Attaining 4 or 5 level on CELDT.</i>	EL Students	LPS San Jose		45%	47%	49%	Student Achievement (4)
Metric: AMAO 2								
Need: Increase 10 th grade CAHSEE passing and proficiency rates for students	<i>Increase 10th grade passing and proficiency rates for CAHSEE Math</i>	All Students	LPS San Jose	76%/40% (Ps/Prf)	80%/42%	82%/44%	85%/46%	Student Achievement (4)
		EL Students		58%/25%	60%/27%	62%/29%	64%/31%	

LPS SAN JOSE LCAP

Metric: % 10 th grade passing and % 10 th grade proficient in CAHSEE math		SPED Students		(Ps/Prf) 50%/38% (Ps/Prf)	52%/40%	64%/42%	66%/44%	
Need: Increase 10 th grade CAHSEE passing and proficiency rates for students	<i>Increase 10th grade passing and proficiency rates for CAHSEE English</i>	All Students	LPS San Jose	63%/24% (Ps/Prf)	65%/26%	67%/28%	69%/30%	Student Achievement (4)
Metric: % 10 th grade passing and % 10 th grade proficient in CAHSEE English		EL Students		33%/8% (Ps/Prf)	35%/10%	37%/12%	39%/14%	
		SPED Students		43%/14% (Ps/Prf)	45%/16%	47%/18%	49%/18%	
Need: Accelerated growth in math for students below grade level	<i>Increase percent of students who average of 1.5 years of growth on MAP MATH</i>	All Students	LPS San Jose	Baseline	B+2%	B+4%	B+6%	Student Achievement (4)
Metric: Measurement of Academic Progress		EL Students						
		SPED Students						
Need: Accelerated growth in reading for students below grade level	<i>Increase percent of students who average of 1.5 years of growth on MAP READING</i>	All Students	LPS San Jose	Baseline	B+2%	B+4%	B+6%	Student Achievement (4)
Metric: Measurement of Academic Progress		EL Students						
		SPED Students						
Need: Chronic absentee rates	<i>Decrease the number of students missing more than ten days of school</i>	All Students	LPS San Jose	17%	16%	15%	14%	Pupil Engagement (5)
Metric: percentage of students missing 10% or more of school		SPED		50%	46%	43%	40%	
		English Learner		19%	16%	13%	11%	
Need: To increase number of students who successfully enter and complete high school college and career ready	<i>Increase four year cohort graduation rates</i>	All School			69%	71%	73%	Student Engagement (5), Student Achievement (4), School Climate (6)
Metric: 4 year cohort graduation rates		English Learner			50%	52%	54%	
		SPED			52%	54%	56%	

Need: Improve school climate	<i>Reduce the percentage of students who receive one or more out of school suspension during the school year</i>	All School	LPS San Jose	75/309 (24%)	22%	20%	18%	School Climate (6)
Metric: Suspension Rates		English Learner		32/118 (27%)	25%	23%	20%	

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?

Section 3: Actions, Services, 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>Ensure all teachers are appropriately credentialed for their assigned area of instruction and pupils in their classroom.</i>	Basic Services (1)	Recruit and hire appropriately credentialed teachers	LEA Wide		General Funds		
<i>All students have access to individual technology use to facilitate standards aligned instruction.</i>	Basic Services (1)	Secure additional technology devices for classrooms	LEA Wide		Purchase additional chrome carts from general funds		
<i>Increase the number of students proficient or above according to the CCSS/SBAC assessments in Mathematics</i> <i>Increase the number of students proficient or above according to the CCSS/SBAC assessments in English</i>	Implementation of State Standards (2) Student Achievement (4)	Monthly network CCSS and deeper learning professional development Weekly site based professional development aligned to CCSS Teacher participation in network wide curriculum institute	LEA Wide		Academic Dean works in collaboration with Network to develop professional development. General Funds		
<i>Create, administer, and improve parent involvement on LPS created Parent</i>	Parent Involvement (3)	Creation of parent engagement survey	LEA Wide		Work with Director of Data and Assessment to create parent engagement survey		

Survey					General Funds		
<p><i>Increase the number of family members attending engagement (PGA, conferences, community service) and celebratory (productions, awards nights, etc) events.</i></p>	<p>Parent Involvement (3)</p>	<p>Implementation of celebration and collaboration based parent events (focused on 9th and 10th)</p> <p>Development of a parent communication plan (phone tree, newsletter, texting plan, detailed agendas)</p>	<p>LEA Wide</p>		<p>Campus liaison develops parent and community engagement plan. Calendar community events and share proactively with families.</p> <p>10% of Campus Liaison & Intervention Specialist salary and benefits (\$6,765) from Local Control Funding</p>		
<p>Student Achievement Goals</p> <ul style="list-style-type: none"> • <i>Increase 10th grade passing and proficiency rates for CAHSEE Math</i> • <i>Increase 10th grade passing and proficiency rates for CAHSEE English</i> • <i>Students entering below grade level achieve and average of 1.5 years of growth</i> • <i>Increase the % of students advanced and proficient in key subject areas</i> • <i>Increase the average student GPA</i> 	<p>Student Achievement (4)</p>	<p>CAHSEE Boot Camp</p> <p>Implementation of BUILD Course for 9th grade students</p> <p>9th grade Academic Numeracy to support math achievement</p> <p>Creation of Academic Leadership course to develop expository reading and writing skills</p> <p>Testing coordinator to plan MAP test administration and data review</p> <p>Tutorial Period</p> <p>Title I After School</p> <p>Morning Homework</p>	<p>LEA Wide</p>		<p>\$4,000 of Title I Funding</p> <p>General Funds</p> <p>\$27,060 of Title I Funding</p> <p>\$27,060 of Title I Funding</p> <p>General Funds</p> <p>General Funds</p> <p>\$18,000 of Title I SES funds</p> <p>General Funds</p>		

		center 1:1 teacher coaching focused on struggling students			20% of Academic Dean Salary and Benefits (\$17,220) from Title I Funding		
<i>Increase the number of AP or college credit bearing courses offered and % of AP exams passed with a score of 3 or higher</i>	Student Achievement (4), Courses Offered (7)	Administer AP survey Offer additional AP Courses Creation of new AP courses each year provided interest Send AP teachers to nationally offered AP Training Develop partnership with local community colleges	LEA Wide		General Funds		
<i>Decrease the number of students missing more than ten days of school</i> <i>Decrease the percentage of tardies to first period</i>	Pupil Engagement (5)	Dean of Students to Develop Attendance Policy Development of Clear SST process to work with students chronically absent	LEA Wide		General Funds 5% of Campus Liaison & Intervention Specialist salary and benefits (\$3,382) LCFF		
<i>Increase four year cohort graduation rates</i>	Student Engagement (5), Student Achievement (4), School Climate (6)	Second Chance Saturdays College Trips SAT Prep classes Development and implementation of advisory curriculum focused on college readiness and path Week Without Walls	LEA Wide		General Funds		

		<p>Development of an Internship Program</p> <p>College Counselor to deliver parent workshops</p> <p>Additional counselor focused on 9th and 10th grade</p>			<p>10% of College Counselor Salary and Benefits (\$6579) Title III Funds</p> <p>30% of Campus Liaison & Intervention Specialist salary and benefits (\$20,301) LCFF</p>		
<p>Determine and improve CA Healthy Kids Index</p> <p>Reduce the overall number of suspensions and percentage of students suspended in each subgroup</p>	<p>School Climate (6), Student Engagement (5)</p>	<p>Dean of Students to develop school culture vision and plan</p> <p>Development of school wide activities focused on school spirit and community (guest speakers, family meetings, award ceremonies)</p> <p>Enroll school in CAHKS and purchase supplemental modules</p> <p>Additional sports offerings</p> <p>Increase the amount of mental health services available to students</p>	<p>LEA Wide</p>		<p>20% of Dean of Student Life Salary and Benefits (\$17,200) LCFF</p>		
	<p>School Climate (6)</p>	<p>Implementation of Mindfulness work for small group of students (pilot)</p> <p>Intervention Coordinator Work</p> <ul style="list-style-type: none"> Focus on gang prevention and socio-emotional support 	<p>LEA Wide</p>		<p>General Funds</p> <p>General Funds</p> <p>Intervention Specialist salary and benefits (\$20,301) LCFF</p>		

		<ul style="list-style-type: none"> Implementation of Restorative Justice program 					
<i>Increase the overall number of courses offered</i>	Course Access (7), Student Engagement (S), School Climate (6)	<p>Creation of new elective options as well as additional AP courses</p> <p>Provide stipends for Intervention course (Ac Num, Ac Lead) teachers with additional preps</p>	LEA Wide		General Funds		\$2,000 (Title I)

A. 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
<p><i>State Standard Implementation Goals (EL)</i></p> <ul style="list-style-type: none"> Increase the number of students proficient or above according to the CCSS/SBAC assessments in 	<p>Implementation of State Standards (2)</p> <p>Student Achievement (4)</p>	<p>Adoption of English 3D to specifically support lower performing English Learner students</p> <p>Implementation of English 3D sections to improve</p>	LEA Wide		\$2500 Local Control Concentration Funds		\$27,060 salary/benefits for English 3D Teacher

<p>Mathematics</p> <ul style="list-style-type: none"> Increase the number of students proficient or above according to the CCSS/SBAC assessments in English <p>Student Achievement Goals (EL students)</p> <ul style="list-style-type: none"> Decrease CAHSEE Achievement gap in Math Decrease CAHSEE Achievement gap in English Increase the number of students reaching English proficiency Students entering below grade level achieve and average of 1.5 years of growth Increase the % of students advanced and proficient in key subject areas 		<p>English proficiency for EL students</p> <p>Teacher data review and coaching with EL outcomes lens</p> <p>Professional Development led by RSP team focused on SLDs and inclusion support strategies</p> <p>Continuation of teacher development using "A Look at Learning" resources, a Santa Clara County Program that supports effective implementation of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) in the content areas.</p> <p>Application of universal Design and the QTEL scaffolding model to all curricular resources</p> <p>PD on integrating language objectives and ELD standards</p>			<p>from Local Control Concentration Funds</p> <p>General Funds</p> <p>General Funds</p> <p>\$4,000 for annual license and training of new teachers from Title III Funds</p> <p>General Funds</p> <p>General Funds</p>		
<p>SPED Attendance</p> <ul style="list-style-type: none"> Increase average period attendance for SPED students Decrease the number of students missing more than ten days of school 	<p>Pupil Engagement (5)</p>	<p>Specific RSP portion of the school wide attendance plan.</p> <p>Quarterly attendance review from RSP team.</p>	<p>LEA Wide</p>		<p>General Funds</p>		

<i>Increase four year cohort graduation rates</i>	Other Pupil Outcomes (8), Student Achievement (4), School Climate (6), Student Engagement (5)	Identify teacher to spend 10% of time as EL case manager to review EL achievement outcomes and graduation progress on quarterly basis	LEA Wide		10% salary and benefits (\$5,289) from Local Control Concentration Funds		
<i>Decrease the EL GPA gap</i>							

B. 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.)

83% of Leadership Public Schools San Jose students meet the LCFF priority criteria allowing for LCC programs in this area to be school wide. Total LCFF funding for the school-wide portion of the plan is estimated at \$65,152. These funds will be used to support 70% FTE Campus Liaison & Intervention Specialist. The funds will cover the specific responsibilities that are most imperative to support the achievement and graduation of our students. Specifically, \$6,767 will support the CIIS work with parents and families, as parent engagement and collaboration was identified as a significant need to ensure the success of students. Several stakeholders identified the need to begin college knowledge dissemination and academic support in the earlier grades. As such, \$20,301 of these funds will support academic counseling for 9th and 10th grade students. \$20,301 will be used to improve school culture (reducing the number of suspensions and improving school climate index) through the implementation of the Restorative Justice program, Gang intervention education, and partnership with local community support groups to ensure sufficient services to meet students’ socio-emotional needs. In addition to these intervention strategies, \$17,220 will be used to create and implement a school-wide culture plan in alignment with our LCAP school climate goals that includes student life activities – a clear need identified through student surveys, teacher conversations, and parent meetings. Finally, \$3,382 will be used to establish and run the student support team, whose responsibly it is

to focus on our most struggling students.

- C. 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.

Approximately 45% of Leadership Public Schools San Jose students are English Learners, Special Education or Foster Students who, in addition to participating in the school-wide LCFF initiatives, also receive over-and-above services at a proportional rate of \$40,000. XXX of LCFF Concentration funding supports the adoption of English 3D, a curriculum aimed at developing the English proficiency of English Learners. %27,060 supports the creation of an English 3D courses (40% FTE). Finally, \$5,289 supports an English Learner case manager (10% FTE), whose responsibility is to track the academic and graduation progress for English Learners and work with the counseling team to develop appropriate interventions when necessary.