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

Introduction:

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Parents Parents were engaged in two ways with the LCAP. First, parents were invited to participate in voluntary focus groups to give feedback. 2.4% of families participated, representing the diversity of the school including all significant subgroups. These participants also had a diverse array of experiences and opinions about the school. Second, all parents were asked to complete a parent survey asking about feedback about the school. This survey was made available in paper and electronically, and school faculty committed several hours to tracking down all parents and continuously encouraging them to take the survey. After two weeks, 48% of parents had completed the survey. The parents were offered a brief description of LCAP, LCFF, and the eight state priorities. Parents were also offered data about CAHSEE pass rates, college graduation rates for alumni, API, past results from student and parents surveys and focus groups, and student growth over the year. With this as the framing context, parents were asked to share their thoughts on the successes and challenges of the school, especially focusing on what they considered important to the success of their students. Students Students were also engaged in surveys and focus groups around the year. The questions and context for these activities was similar to that of the parents. The students were solicited for their feedback about various school goals and initiatives. Student feedback was then submitted to faculty, who used this feedback to develop initiatives School Faculty (both teachers and administrators)	Parents and students at Denali stressed the importance of students being challenged, learning skills, and growing appropriately from year to year. This informed the needs identified for Priority 2, Priority 4, and Priority 8. Faculty contributed to the goal setting and action plans. Starting with an action plan generated by a small group, faculty provided feedback that significantly altered the list of actions, as many actions were discarded by faculty as untenable or ineffective, while other actions were brought forward as high leverage or low opportunity cost

Involvement Process	Impact on LCAP
All school faculty participated in a series of meetings to set the annual school goals. School faculty also selected one teacher to be the LCAP lead for the faculty. This lead worked with administrators to adapt these school goals to the LCAP and brainstorm any additional needs, goals, and actions. Data provided: Access to the following data was provided as part of the feedback process: - Aggregate data on standardized test results (CAHSEE, CST, AP) of affiliated schools - School demographic data - ADA data for 2012-2013 of district - College acceptance data for class of 2013 of affiliated schools - College enrollment data for class of 2013 of affiliated schools - Six-year college graduation rate for classes of 2007, 2008, 2009 of affiliated schools Timeline: All surveys and meetings were held throughout April and May; the LCAP was written and finalized in mid-May through mid-June.	

Section 2: Goals and Progress Indicators

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

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific

metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

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

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Growth in skills as measured by a standardized test; no metrics from 13-14	**Goal 1:** Increase percentage of students exhibiting one grade level of growth on the NWEA MAP assessment.	English Language Learners Low income students	All	N/A for 2014-2015	40% of students have RIT score growth of +3 points from Fall to Spring on the MAP Math test. 40% of students have RIT score growth of +3 points from Fall to Spring on the MAP Reading test. 40% of students have RIT score	45% of students have RIT score growth of +3 points from Fall to Spring on the MAP Math test. 45% of students have RIT score growth of +3 points from Fall to Spring on the MAP Reading test. 45% of students have RIT score	50% of students have RIT score growth of +3 points from Fall to Spring on the MAP Math test. 50% of students have RIT score growth of +3 points from Fall to Spring on the MAP Reading test. 50% of students have RIT score	Priority 4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					growth of +3 points from Fall to Spring on the MAP Language test.	growth of +3 points from Fall to Spring on the MAP Language test.	growth of +3 points from Fall to Spring on the MAP Language test.	
CST scores vs. course grades from 2010-2013; student performance on CCSS-aligned rubric in 2013-2014	**Goal 2:** Better align grades given out in courses with mastery of CCSS. Since no state assessment for CCSS is available, mastery of CCSS is measured based on a skills rubric aligned to CCSS designed in partnership with Stanford University.	All	All	N/A for 2014-2015	Increase % of all students at grade level on rubric Increase from 37% to 42% Increase % of Unduplicated students at grade level on rubric Increase from 7% to 10%	Increase % of all students at grade level on rubric Increase from 42% to 46% Increase % of Unduplicated students at grade level on rubric Increase from 10% to 15%	Increase % of all students at grade level on rubric Increase from 46% to 50% Increase % of Unduplicated students at grade level on rubric Increase from 15% to 25%	Priority 2 Priority 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	Proficiency of CCSS is measured as being "at grade-level" on the rubric.							
Parent and student buy-in to school, Responses to parent surveys from 2013-2014	**Goal 3:** Increase % of parents responding Agree or Strongly Agree to questions regarding school safety and school decision making	All	All	N/A for 2014-2015	Increase from 83% to 84% of parents responding positively to "I feel my child is physically safe at school" on survey

Increase from 85% to 86% of parents responding positively to "I feel my child is emotionally | Increase from 84% to 85% of parents responding positively to "I feel my child is physically safe at school" on survey

Increase from 86% to 87% of parents responding positively to "I feel my child is emotionally | Increase from 85% to 86% of parents responding positively to "I feel my child is physically safe at school" on survey

Increase from 87% to 88% of parents responding positively to "I feel my child is emotionally safe at school" | Priority 3 Priority 6 |

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

Increase from 67% to 68% of parents responding positively to "When I report a concern, my child's school addresses my concern." on survey

Increase from 49% to 51% of parents responding positively to "I am satisfied with my level of influence | safe at school" on survey

Increase from 68% to 69% of parents responding positively to "When I report a concern, my child's school addresses my concern." on survey

Increase from 51% to 53% of parents responding positively to "I am satisfied with my level of influence | on survey

Increase from 69% to 70% of parents responding positively to "When I report a concern, my child's school addresses my concern." on survey

Increase from 53% to 55% of parents responding positively to "I am satisfied with my level of influence on school decisions" on | |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					on school decisions" on survey	on school decisions" on survey	survey	
Percentage of teachers highly qualified to teach their courses in 2012-2014	**Goal 4:** Maintain our current high standards of hiring and ensure that all courses are taught by credentialed highly qualified teachers	All	All		100% of core academic classes taught by appropriately credentialed teachers	100% of core academic classes taught by appropriately credentialed teachers	100% of core academic classes taught by appropriately credentialed teachers	Priority 1
School absenteeism rate from 2012-2013, district absenteeism rate in 2012-2013	**Goal 5:** Decrease daily absenteeism rate from 2012-2013 average rate of 4%	All	All	N/A for 2014-2015	Decrease absenteeism from 4% to 3.8% over the year	Decrease absenteeism from 3.8% to 3.6% over the year	Decrease absenteeism from 3.6% to 3.4% over the year	Priority 5
Percentage of students with	**Goal 6:** Maintain	All	All	N/A for 2014-15	100%	100%	100%	Priority 7

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
college-ready transcripts	percentage of students on-track to graduate with UC A-G requirements fulfilled, not including students with modified graduation requirements due to IEPs							

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Increase percentage of students exhibiting one grade level of growth on the NWEA MAP assessment.	Priority 4	Curriculet: Reading program used by students on a daily basis to improve literacy.	School-wide	N/A for 2014-2015	Curriculet: 33.1K Source: Base Expense: 1000-Cert. Salaries; 5000-Services & Ops	Curriculet: 52.1K Source: Base Expense: 1000-Cert. Salaries; 5000-Services & Ops	Curriculet: 68.3K Source: Base Expense: 1000-Cert. Salaries; 5000-Services & Ops
		In-class Literacy and Numeracy teaching			In-class Literacy and Numeracy teaching: 366.4K Source: Base, Title, EPA, SPED Expense: 1000-Cert. Salaries	In-class Literacy and Numeracy teaching: 577.1K Source: Base, Title, EPA, SPED Expense: 1000-Cert. Salaries	In-class Literacy and Numeracy teaching: 757.5K Source: Base, Title, EPA, SPED Expense: 1000-Cert. Salaries
Goal 2: Better align grades given out in courses with mastery of CCSS.	Priority 2 Priority 8	NWEA MAP Test for pre-assessment, formative assessment, and post assessment			NWEA MAP Test: 8.3K Source: Base Expense: 1000 – Cert. Salaries, 5000-Services & Ops	NWEA MAP Test: 13.1K Source: Base Expense: 1000 – Cert. Salaries, 5000-Services & Ops	NWEA MAP Test: 17.2K Source: Base Expense: 1000 – Cert. Salaries, 5000-Services & Ops

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
		Weekly data analysis and coaching for all teachers on student performance			Weekly coaching: 8.3K Source: Base Expense: 1000 – Cert. Salaries	Weekly coaching: 17.3K Source: Base Expense: 1000 – Cert. Salaries	Weekly coaching: 18.2K Source: Base Expense: 1000 – Cert. Salaries
		Professional development on teaching CCSS skills to struggling students, including students with language barriers			Professional Development: 7.3K Source: Base, Title, EPA Expense: 1000- Cert. Salaries	Professional Development: 11.6K Source: Base, Title, EPA Expense: 1000- Cert. Salaries	Professional Development: 15.2K Source: Base, Title, EPA Expense: 1000- Cert. Salaries
Goal 3: Increase % of parents responding Agree or Strongly Agree to "My child feels safe at school"	Priority 3 Priority 6	Director of Family Engagement: coordinate family communication, coordinate events and requests for parent engagement and feedback	School-wide	N/A for 2014-2015	Director of Family Engagement: 12.1K Source: Base Expense: 5000- Services & Ops	Director of Family Engagement: 12.8K Source: Base Expense: 5000- Services & Ops	Director of Family Engagement: 13.4K Source: Base Expense: 5000- Services & Ops
		New Parent Orientation: Introduction for new families to community			New Parent Orientation: 1.5K Source: Base Expense: 1000- Cert. Salaries	New Parent Orientation: 1.6K Source: Base Expense: 1000- Cert. Salaries	New Parent Orientation: 1.6K Source: Base Expense: 1000- Cert. Salaries

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
		Back to School Night: celebration of the beginning of new school year Coffee with the Principal: regular open meetings where all parents may attend and chat with the principal Personalized Learning Plan Meetings: Annual goal setting meeting of mentor, parent, and student Weekly communications to parents Parent Organization Team			Back to School Night: 1.9K Source: Base Expense: 1000-Cert. Salaries Coffee with the Principal: 0.9K Source: Base Expense: 1000-Cert. Salaries Personalized Learning Plan Meetings: 8.4K Source: Base, Title, EPA Expense: 1000-Cert. Salaries Weekly communications to parents: 11.0K Source: Base Expense: 1000-Cert. Salaries Parent Organization	Back to School Night: 2.0K Source: Base Expense: 1000-Cert. Salaries Coffee with the Principal: 0.9K Source: Base Expense: 1000-Cert. Salaries Personalized Learning Plan Meetings: 13.2K Source: Base, Title, EPA Expense: 1000-Cert. Salaries Weekly communications to parents: 17.3K Source: Base Expense: 1000-Cert. Salaries Parent Organization	Back to School Night: 2.1K Source: Base Expense: 1000-Cert. Salaries Coffee with the Principal: 1.0K Source: Base Expense: 1000-Cert. Salaries Personalized Learning Plan Meetings: 17.3K Source: Base, Title, EPA Expense: 1000-Cert. Salaries Weekly communications to parents: 22.7K Source: Base Expense: 1000-Cert. Salaries Parent Organization

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
		Teaching and Learning Tours – opportunities for parents of current students to come in and talk to the principal or assistant principal and then see the classrooms in action			Team: 4.6K Expense: 1000-Cert. Salaries Teaching and Learning Tours: 0.5K Source: Base Expense: 1000-Cert. Salaries	Team: 4.8K Expense: 1000-Cert. Salaries Teaching and Learning Tours: 0.6K Source: Base Expense: 1000-Cert. Salaries	Team: 5.0K Expense: 1000-Cert. Salaries Teaching and Learning Tours: 0.6K Source: Base Expense: 1000-Cert. Salaries
		Mentor – teacher that acts as counselor for student for all four years of schooling. Primary point of contact for both family and student, acts as an advocate and emotional support for student			Mentoring: 33.1K Source: Base, EPA Expense: 1000-Cert. Salaries	Mentoring: 52.1K Source: Base, EPA Expense: 1000-Cert. Salaries	Mentoring: 68.3K Source: Base, EPA Expense: 1000-Cert. Salaries
Goal 4: Maintain our current high	Priority 1	Teacher recruitment and hiring: Providing an appropriate	School-wide	N/A for 2014-2015	Teacher recruitment and hiring: 21.9K	Teacher recruitment and hiring: 23.0K	Teacher recruitment and hiring: 24.1K

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
standards of hiring and ensure that all courses are taught by credentialed highly qualified teachers		selection of courses to fulfill A-G requirements Annual internal credential audit and upkeep of credential database			Source: Base Expense: 5000-Services & Ops Annual internal credential audit and upkeep of credential database: 1.7K Source: Base Expense: 5000-Services & Ops	Source: Base Expense: 5000-Services & Ops Annual internal credential audit and upkeep of credential database: 1.8K Source: Base Expense: 5000-Services & Ops	Source: Base Expense: 5000-Services & Ops Annual internal credential audit and upkeep of credential database: 1.9K Source: Base Expense: 5000-Services & Ops
Goal 6: Maintain percentage of students on-track to graduate with UC A-G requirements fulfilled, not including students with modified graduation requirements due to IEPs	Priority 7	Summit Public Schools – Expeditions: Visual and Performing Arts classes and Electives provided to students Transcript audits: ensuring all students are on track			Summit Public Schools – Expeditions: 92.3K Source: Base Expense: 5000-Services & Ops Transcript audits: 1.7K Source: Base Expense: 1000-Cert. Salaries	Summit Public Schools – Expeditions: 145.3K Source: Base Expense: 5000-Services & Ops Transcript audits: 2.7K Source: Base Expense: 1000-Cert. Salaries	Summit Public Schools – Expeditions: 190.7K Source: Base Expense: 5000-Services & Ops Transcript audits: 3.5K Source: Base Expense: 1000-Cert. Salaries
Goal 5: Decrease	Priority 5	Attendance contract meetings: supporting	School-wide	N/A for 2014-2015	Attendance contract	Attendance contract	Attendance contract

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
daily absenteeism rate from 2012-2013 average rate		students struggling with coming to school			meetings: 1.8K Source: Base Expense: 1000-Cert. Salaries	meetings: 1.9K Source: Base Expense: 1000-Cert. Salaries	meetings: 2.0K Source: Base Expense: 1000-Cert. Salaries
		Daily attendance check-ins by Office Manager			Daily attendance check-ins by Office Manager: 1.5K Source: Base Expense: 2000-Class. Salaries	Daily attendance check-ins by Office Manager: 1.5K Source: Base Expense: 2000-Class. Salaries	Daily attendance check-ins by Office Manager: 1.5K Source: Base Expense: 2000-Class. Salaries
		Increase Office Manager time and capacity for attendance			Increase Office Manager time and capacity for attendance: 2.75K Source: Base Expense: 4000-Inst. Materials	Increase Office Manager time and capacity for attendance:2.75K Source: Base Expense: 4000-Inst. Materials	Increase Office Manager time and capacity for attendance: 2.75K Source: Base Expense: 4000-Inst. Materials
		Finish Strong Campaign: Effort to keep student morale up during end of year crunch			Finish Strong Campaign: 3.3K Source: Base Expense: 1000-Cert. Salaries	Finish Strong Campaign: 5.1K Source: Base Expense: 1000-Cert. Salaries	Finish Strong Campaign: 6.7K Source: Base Expense: 1000-Cert. Salaries

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Increase percentage of unduplicated 10th graders who pass each part of the CAHSEE (ELA and Math) on the first try. **Goal 2:** Better align grades given out in courses with mastery of CCSS.	Priority 4 Priority 2 Priority 8	For low income pupils: Reading Plus Initiative: Reading Plus is literacy program designed for students who are one or more grade levels behind. There is also extensive pre-assessment, teacher intervention, and post-assessment involved in the initiative.	School-wide	N/A for 2014-15	Reading Plus Initiative: 56.5K Source: Supplemental Expense: 1000-Cert. Salaries	Reading Plus Initiative: 89.0K Source: Supplemental Expense: 1000-Cert. Salaries	Reading Plus Initiative: 116.9K Source: Supplemental Expense: 1000-Cert. Salaries

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
		Summer workshops to improve skills of struggling students Targeted out of class instruction Extended School Day: All school work is completed electronically via a number of different online platforms. Students can access these platforms at home and at school both for remedial work, to stay on-track, and to get ahead. This puts low-income students at a disadvantage due to reduced access to technology and internet access			Summer workshops: 17.1K Source: Supplemental Expense: 5000-Services & Ops Targeted out of class instruction: 8.3K Source: Base, Title Expense: 1000-Cert. Salaries Extended school day: 90.0K Source: Supplemental, Base Expense: 1000-Cert. Salaries	Summer workshops: 18.0K Source: Supplemental Expense: 5000-Services & Ops Targeted out of class instruction: 13.0K Source: Base, Title Expense: 1000-Cert. Salaries Extended school day: 118.1K Source: Supplemental, Base Expense: 1000-Cert. Salaries	Summer workshops: 18.9K Source: Supplemental Expense: 5000-Services & Ops Targeted out of class instruction: 17.1K Source: Base, Title Expense: 1000-Cert. Salaries Extended school day: 124.0K Source: Supplemental, Base Expense: 1000-Cert. Salaries

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
		outside the school. To bridge this as increased access to curriculum, technology, and internet before and after school					
See Low Income Students Section	See Low Income Students Section	For English Learners: Actions are targeted towards all subgroups, which includes low income, English learners, and redesignated English proficient students.		See Low Income Students Section	See Low Income Students Section	See Low Income Students Section	See Low Income Students Section
		For foster youth: N/A – Summit Prep does not have a significant population of foster youth					
See Low Income Students Section	See Low Income Students Section	For redesignated fluent English proficient pupils: Actions are targeted towards all subgroups,		See Low Income Students Section	See Low Income Students Section	See Low Income Students Section	See Low Income Students Section

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
		which includes low income, English learners, and redesignated English proficient students.					

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.)

Summit Public School: Denali is estimated to receive $21,962 in Supplemental Grant funding for the 2014-2015 school year. Since the school did not open until fall 2013, Denali did not receive 2012-2013 EIA funding. Thus, documentation of prior year spending specifically on our unduplicated population does not exist. Based on an unduplicated count of 26%, the school did not qualify for any Concentration Grant funding. Funds will be spent schoolwide to increase CAHSEE passing rates, better align grades with Common Core State Standards, and enhance overall learning for unduplicated students as outlined in Section 3B above. We believe that the actions described above and the nature of our personalized learning model is the best way to identify and support the needs of all of our students, particularly our unduplicated pupils.

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

Services benefitting our unduplicated pupils will increase by a larger proportion than the 1.61% calculated minimum proportionality percentage (MPP). As described in Section 3B above, our literacy intervention programs, summer workshops and extended school days are designed to target struggling students and provide them with the skills to bring them up to par or above the level of all other peers. The services during Summer of Summit alone will be increased by almost 65% to provide more professional development to teachers and additional academic support to struggling students.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.