

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

Introduction: LEA: Vincent Academy Contact: Kate Nicol, Head of School, knicol@vincentacademy.org, 510-452-2100 LCAP Year: 2014-2015

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?

Vincent Academy has a strong history of engaging our parents. The Local Control Accountability Plan offers another method for our parents to be engaged. Standing and new parent engagement strategies are outlined below:

Involvement Process	Impact on LCAP
<p>Parents/guardians volunteer in</p> <ul style="list-style-type: none"> • Families volunteer to test students on sight words • Families volunteer to work with students on centers • Families volunteer to help the teachers prepare their classrooms • Families support teachers in multiples ways both in and out of the classroom. 	<p>At Vincent Academy, we want the learning process and learning outcomes to be visible to families. Families are welcomed into the classroom so that they can gain an experiential understanding of the program. This experience helps families to feel comfortable engaging with the school to have opinions and make recommendations and suggestions related to the LCAP.</p>
<p>Parent Teacher Advisory Council (PTAC) meetings held monthly is the official school forum for parents and teachers come together with the school’s leadership team to discuss critical matters related to the school’s program and direction.</p>	<p>Regular PTAC meetings have created an open forum for communication between teachers, leaders and families on substantive matters. The LCAP was treated as an important initiative deserving of thoughtful attention.</p>
<p>Vincent Academy employs a full-time Family Services Coordinator to work one-on-one with families of the school to create a welcoming environment, orient families to the school’s program and provide support services or link families to community resources as needed.</p>	<p>The Family Service Coordinator at Vincent Academy is engaged in close relationships with families in order to ensure that students and parents have the resources necessary to meet our high learning expectations.</p>
<p>LCAP Meeting: All families were invited to a PTAC meeting to learn about LCFF and LCAP.</p> <p>The meeting first started with an explanation of the new Local Control Funding Formula and how it differs from how schools were funded in the past. Attendees learned how the formula is executed and how the schools are going to be held accountable for the funds through the LCAP and the eight state priorities.</p> <p>Next, the meeting shifted to presenting VAs LCAP. Each goal was presented by identifying what state priority it was addressing, which students the goal was aimed towards and how we were measuring progress. This meeting took place on May 15 at VA and had 20 participants.</p>	<p>VA Community members responded well to the LCAP presentation at our May PTAC meeting. Attendees provided written and verbal feedback on our 11 goals. As each goal was presented, attendees engaged in discussion with the school’s director and also filled out a related survey form. The survey used a scale (see below) to support attendees in indicating their receptiveness to each of the goals.</p> <ul style="list-style-type: none"> a) strongly support the goal b) I support the goal c) I am neutral d) I do not support the goal e) I strongly oppose the goal <p>Attendees were encouraged to share their thoughts to improve the goals and/or suggest new goals all together. Due to broad agreement amongst the participants, no revisions were made to the goals. The survey results were as follows:</p> <p>Goal #1: 12/12 either support or strongly support Goal #2 12/12 either support or strongly support Goal #3 11/12 either support or strongly support, 1 neutral Goal #4 12/12 either support or strongly support Goal #5 12/12 either support or strongly support Goal #6 12/12 either support or strongly support</p>

Involvement Process	Impact on LCAP
	Goal #7 12/12 either support or strongly support Goal #8 12/12 either support or strongly support Goal #9 11/12 either support or strongly support, 1 neutral Goal #10 11/12 either support or strongly support, 1 neutral Goal #11 12/12 either support or strongly support

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	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 Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-2015	
<p><u>Goal # 1</u></p> <p><u>Need:</u> Complete sets of ELD and math curricula</p> <p><u>Measurement:</u> Materials inventory log, purchase receipts</p>	<p>We will purchase the remainder of the materials needed to complete the ELD and Mathematics curriculum sets that we piloted in the 2013-2014 school year.</p>	<p>ELL students (ELD curriculum) and All students (Math)</p>	<p>VA</p>	<p>N/A</p>	<p>100% of teachers and students will have access to all of the materials necessary to implement the ELD and Mathematics curricula.</p>	<p>State Priority: Conditions of Learning, Basic Services</p>

<p><u>Goal #2</u></p> <p><u>Need:</u> Adequate time and training to become skillful and effective in implementing the school's CCSS-aligned curriculum</p> <p><u>Measurement:</u> Professional development attendance logs, feedback on trainings collected from attendees</p>	<p>Teachers will receive 30 hours of quality CCSS ELA and Mathematics professional development in order to implement the CCSS-aligned literacy and math programs of the school.</p> <p>Instructional aides will receive 10 hours of quality CCSS ELA and Mathematics professional development in order to implement the CCSS-aligned literacy and math programs of the school.</p>	<p>All students</p>	<p>VA</p>	<p>N/A</p>	<p>100% of Kinder through fourth grade teachers will have daily lesson plans and assessments that are common core aligned.</p> <p>Professional development plan will emphasize unpacking the CCSS, with at least 3 full days of in-service related to the CCSS implementation priorities.</p>	<p>State Priority Conditions of Learning, Implementation of State Standards</p>
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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 Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-2015	

<p><u>Goal #3</u></p> <p><u>Need:</u> Ensure that a high proportion of ELLs attending VA can systematically develop English Language skills to the degree that they can be re-classified as FEP.</p> <p><u>Measurement:</u> ELLs making yearly progress goals. Reclassification rate.</p>	<p>Increase the number of ELLs who can be reclassified as FEP.</p>	<p>ELL Students</p>	<p>VA</p>	<p>N/A</p>	<p>70% of students will reach annual progress goals and/or will be reclassified.</p>	<p>State Priority: Student Outcomes, Performance on Standardized Tests</p>
<p><u>Goal #4</u></p> <p><u>Need:</u> To support all students in becoming high-performing scholars</p> <p><u>Measurement:</u> SBAC proficiency rates</p>	<p>Increase the students scoring Proficient and above on the CCSS/SBAC benchmark ELA scores established in 2014-2015.</p>	<p>All students</p>	<p>VA</p>	<p>N/A</p>	<p>Benchmark to be set in 2014-2015.</p>	<p>State Priority: Student Outcomes, Performance on Standardized Tests</p>

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 Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-2015	
<p><u>Goal #5</u></p> <p><u>Need:</u> To support all students in becoming high-performing scholars</p> <p><u>Measurement:</u> SBAC proficiency rates</p>	<p>Increase the students scoring Proficient and above on the CCSS/SBAC benchmark Mathematics scores established in 2014-2015.</p>	All Students	VA	N/A	Benchmark to be set in 2014-2015.	<p>State Priority: Student Outcomes, Performance on Standardized Tests</p>

<p>Goal # 6</p> <p><u>Need:</u> To support students in keeping pace with technological advancements and to create a STEM focus at VA.</p> <p><u>Measurement:</u> Scope and sequence for technology program, average final ratings on rubric</p>	<p>Students will engage in at least 15 hours of integrative technology practice that culminates in a final project that is rated against a rubric and that is shared with the school community.</p>	<p>All students</p>	<p>VA</p>	<p>N/A</p>	<p>100% of students will have 15 hours of integrative technology practice.</p> <p>75% of students will receive a proficient score on the culminating project as per the project rubric.</p>	<p>State Priority: Student Outcomes, Other Student Outcomes</p>
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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 Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-2015	

<p><u>Goal # 7</u></p> <p><u>Need:</u> To foster a school-family partnership around the priority of learning</p> <p><u>Measurement:</u> Conference attendance rates</p>	<p>To have universal participation at student-led academic conferences.</p>	<p>All students</p>	<p>VA</p>	<p>N/A</p>	<p>85% of families will attend and participate in student-led academic conferences each year.</p>	<p>State Priority: Engagement, Parent Involvement</p>
<p><u>Goal #8</u></p> <p><u>Need:</u> To develop a deep learning partnership between VA families and the school's instructional team</p> <p><u>Measurement:</u> Rate of parents who describe themselves as knowledgeable about the school's program on family survey.</p>	<p>Increase percentage of parents/guardians trained on academic initiatives aligned with the school's program by holding a minimum of 4 academic workshops each year.</p>	<p>All students</p>	<p>VA</p>	<p>N/A</p>	<p>60% of families will attend at least one of four academic workshops offered in the school year.</p>	<p>State Priority: Engagement, Parent Involvement</p>

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 Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-2015	
<p><u>Goal # 9</u></p> <p><u>Need:</u> To reduce the rate of chronic attendance issues</p> <p><u>Measurement:</u> Attendance rate</p>	Decrease number of students missing 18 or more days of school.	All students	VA	N/A	Cut 2013-2014 chronic absentee rate by 50% and maintain an overall annual attendance rate of 95%.	State Priority Engagement, Student Engagement

<p><u>Goal # 10</u></p> <p><u>Need:</u> To support all students to work out behavior issues in a positive way that leads to overall success at school</p> <p><u>Measurement:</u> Attendance rate</p>	<p>To maintain the number of day program suspensions for all students to a minimum (<5%)</p>	<p>All students</p>	<p>VA</p>	<p>N/A</p>	<p>Maintain suspensions to 5% or less.</p>	<p>State Priority Engagement, Climate</p>
<p><u>Goal # 11</u></p> <p><u>Need:</u> To ensure that all students feel safe, welcome, and encouraged to learn at school</p> <p><u>Measurement:</u> RC Quotient Ranking</p>	<p>To support all staff members to have a Responsive Classroom (RC) quotient between 8-10.</p>	<p>All students</p>	<p>VA</p>	<p>N/A</p>	<p>85% of all VA staff members will have an RC ranking between 8-10.</p>	<p>State Priority Engagement, Student Engagement</p>

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?

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	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: 2014-2015	
#1 Complete sets of ELD and Math curricula.	State Priority: Conditions of Learning, Basic Services	<u>Services for all students:</u> Purchasing of adopted math curriculum <u>Services for ELL students:</u> Purchasing of ELD curriculum	School Wide Subgroup	N/A	Purchase ELD and math curricula	\$10,000, textbooks and curriculum (4100) general fund
# 2 Teachers receive training on the Common Core State Standards	State Priority Conditions of Learning, Implementation of State Standards	<u>Services for all teachers to benefit all students:</u> Teachers will participate in PD throughout the year at the school level in the Common Core transition	School Wide	N/A	Contracting with literacy and math experts to provide CCSS-aligned professional development services	\$25,0000, training and development (5210), general fund

<p>#3 Increase the number of ELLs who can be reclassified as FEP.</p>	<p>State Priority: Student Outcomes, Performance on Standardized Tests</p>	<p><u>Services for ELL students:</u> ELLs will receive small group instruction at their appropriate developmental language level to support further English language development</p>	<p>School wide Subgroup</p>	<p>N/A</p>	<p>Staff delivering ELD instruction will receive professional development (GLAD, SDAIE, Systematic ELD etc.)</p>	<p>\$3,000, training and development (5210), general fund \$10,000, Instructional Aide salaries (2100), general fund</p>
<p>#4 Increase the students scoring Proficient and above on the CCSS/SBAC benchmark ELA scores established in 2014-2015.</p>	<p>State Priority: Student Outcomes, Performance on Standardized Tests</p>	<p><u>Services for all students:</u> Students will receive quality instruction from properly credentialed and highly effective teachers knowledgeable about the CCSS/SBAC content and performance standards.</p>	<p>School Wide</p>	<p>N/A</p>	<p>Teachers hired will be expected to fully implement the CCSS in the context of the school's program. Professional development will be designed to support the implementation of the CCSS. In the area of ELA, instructional staff will receive continued professional development in the Teachers College Reading and Writing Workshop model. Teachers accepted into the Teachers College Summer institute will attend training over the summer. Contract with Super Stars Literacy to provide in-class support for students behind grade-level expectations in grades Kindergarten through 2nd grade.</p>	<p>\$315,105, teacher salaries (1100), general fund \$5,000, professional development and training (5210), common core \$40,000, Super Stars Literacy</p>
<p>#5 Increase the students</p>	<p>State Priority: Student Outcomes, Performance</p>	<p><u>Services for all students:</u> Students will receive quality instruction from properly</p>	<p>School Wide</p>	<p>N/A</p>	<p>Teachers hired will be expected to fully implement the CCSS in the context of the school's program.</p>	<p>\$315,105, teacher salaries (1100), general fund \$5,000, professional</p>

scoring Proficient and above on the CCSS/SBAC benchmark Mathematics scores established in 2014-2015.	on Standardized Tests	credentialed and highly effective teachers knowledgeable about the CCSS/SBAC content and performance standards.			Professional development will be designed to support the implementation of the CCSS. In the area of Math, instructional staff will receive continued professional development in Eureka Math. Teachers will receive individualized coaching from a qualified math expert.	development and training (5210), common core
#6 Students will engage in at least 15 hours of integrative technology practice that culminates in a final project that is rated against a rubric and that is shared with the school community.	State Priority: Student Outcomes, Other Student Outcomes	<u>Services for all students:</u> Students will receive technology instruction weekly from a qualified technology specialist. Technology instruction will be integrated with the ELA, Math, Science or Social Studies curriculum.	School Wide	N/A	Retain technology specialist to continue technology classes at VA. Development of technology integration projects with instructional staff.	\$10,000, portion of specialist salary dedicated to technology instruction (1100), general fund
#7 To have universal participation at student-led academic conferences.	State Priority: Engagement, Parent Involvement	<u>Services for all students:</u> Students will work with their classroom teacher to review their progress on an ongoing basis, select sample work pieces, and present their accomplishments to their parents.	School Wide	N/A	Identify and hire translators for all home languages.	\$1,000, translation services (5800)

		<p><u>Services for EL students:</u> Translation services will be provided for conferences.</p>				
<p>#8 Increase percentage of parents/guardians trained on academic initiatives aligned with the school's program by holding a minimum of 4 academic workshops each year.</p>	<p>State Priority: Engagement, Parent Involvement</p>	<p><u>Services for all students:</u> Through workshop delivery, families will be encouraged and supported to work with their children at home in a way that aligns with the goals of the school program.</p> <p><u>Services for EL students:</u> Translation services will be provided for workshops.</p>	<p>School Wide</p>	<p>N/A</p>	<p>Identify and hire translators for all home languages.</p> <p>Conduct 4 academic workshops over the course of the year.</p>	<p>\$1,000, translation services (5800)</p> <p>\$1,000, materials and supplies (4300)</p>
<p># 9 Decrease number of students missing 18 or more days of school.</p>	<p>State Priority Engagement, Student Engagement</p>	<p><u>Services for all students:</u> Students and families will receive formal recognition for excellent attendance habits.</p> <p>Families will be supported to solve attendance issues through the school's Student Attendance Review Team (SART), a body that will meet regularly throughout the school year.</p>	<p>School Wide</p>	<p>N/A</p>	<p>School will purchase and plan attendance incentives, such as awards, stickers, and recognition ceremonies.</p>	<p>\$1,000, materials and supplies (4300)</p>
<p>#10 To maintain the number of day program suspensions for all students to a minimum</p>	<p>State Priority Engagement, Climate</p>	<p><u>Services for all students:</u> At the beginning of the year, students will receive explicit instruction and feedback within the school's adopted programs for maintaining a positive</p>	<p>School Wide</p>	<p>N/A</p>	<p>Dean of Students and lead teachers will train new staff in the Responsive Classroom and Toolbox approach.</p>	<p>\$500, materials and supplies (4300)</p> <p>\$35,000, portion of Dean of Students salary dedicated to student success services (1300)</p>

<p>(<5%)</p>		<p>school climate and culture, The Responsive Classroom and Toolbox.</p> <p>The VA Dean of Students will provide case management for students needing extra support and will create individualized behavior plans that ensure a students success.</p> <p>School-wide community meetings will be utilized as opportunities to discuss and clarify important principles and policies pertaining to student success.</p> <p>The VA Dean of Students will facilitate the efforts of the student leadership group, Peacekeepers.</p>				
<p>#11 To support all staff members to have a Responsive Classroom (RC) quotient between 8-10.</p>	<p>State Priority Engagement, Student Engagement</p>	<p><u>Services for all students:</u> Students will be in the presence and care of adults who are trained and skilled in implementing Responsive Classroom, as indicated by a high (8-10) RC rating.</p>	<p>School Wide</p>	<p>N/A</p>	<p>Staff will be evaluated against and Responsive Classroom checklist and receive a quantitative rating. If a rating is under 8, the staff member will be supported to improve their performance with an improvement plan.</p>	<p>\$200, materials and supplies (4300)</p>

- 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? What are the anticipated expenditures for each action (including funding source)?
					LCAP YEAR Year 1: 2014-2015
Goals 1-11	All	For low income pupils	School-wide	N/A	Please see chart above, as 86% of our students are classified as low income and comprise the majority of our students.
Goal 1	Conditions of Learning, Basic Services	For English Learners	School-wide	N/A	New ELD curriculum will be purchased, which will be utilized in ELD program for ELLs. The total allotted expenditures for ELD curriculum will be \$8,000.
Goal 3	Student Outcomes, Performance on Standardized Tests	For English learners	School-wide	N/A	Staff delivering ELD instruction will receive professional development (GLAD, SDAIE, Systematic ELD etc.) The cost of the training is estimated at \$3,000. The portion of salaries tied to ELD instruction is \$10,000.
Goal 7	Engagement, Parent Involvement	For English learners	School-wide	N/A	Home language translators will be provided for conferences. The estimated cost of the translation services is \$1,000.
Goal 8	Engagement, Parent Involvement	For English learners	School-wide	N/A	Home language translators will be provided for workshops. The estimated cost of the translation services is \$1,000.

- 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 charter wide 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.)

Vincent Academy's funding rate increased by 8% from the 2012-2013 to 2013-2014 school year. Given that approximately 86% of our students qualify for the unduplicated count, we are applying the supplemental and concentration LCFF funding on a school-wide basis. We estimate that \$452,805 will be spent to 1) ensure that there is a qualified, highly-trained teacher in each classroom whom can successfully implement the CCSS in the context of Vincent Academy's academic program and 2) to ensure that the school is prepared to support the success of each and every student through an inclusive approach to school discipline and positive climate and culture maintenance.

- 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.

We determined a need to increase or improve individual and targeted instruction and provide individual behavioral support to the unduplicated student population by 8% given the increase in funds generated by such students. In order to accomplish this, we will dedicate more of the Dean of Students time to case management and provide additional intervention services through the partnerships with Super Stars Literacy.

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.