§ 15497.5. 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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:
1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?
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 representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP

Parents/guardians volunteer in
• 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.
 	
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.
 	
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.
 	
LCAP Meeting: All families were invited to a PTAC meeting to learn about LCFF and LCAP.
 	
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.
 	
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.
	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.
	
	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.
	
	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.
	
	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.
	    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
	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:
	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

	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

Annual Update:	**Annual Update:**
Over the course of the 2014-15 school year, Vincent Academy continued to actively involve staff, families, students and board members in a process of reviewing goals, implementing actions, and evaluating data on outcomes. The result of this ongoing work informed the development of the school's Local Control Accountability Plan (LCAP) Update. September 2014 - June 2015 – The Leadership Team and Ed Policies board committee met regularly to track progress on goals and implement action plans. October 2014, December 2014, January 2015, March 2015 – During Full-Day Professional Development, the instructional staff reviewed LCAP goals, actions, and progress toward outcomes using a variety of data sets. Input was solicited for areas of strength, areas for growth, and areas for modification. May 12, 2015 – School leadership and parent leaders met with the PTAC to review focal areas in LCAP. June 1, 2015 – School leadership presented LCAP engagement process to Board of Directors for feedback. June 12, 2015 – Draft of LCAP Update was reviewed with the PTAC for final round of feedback. June 29, 2015 – School Leadership presented LCAP Plan as action items to Board of Directors and public for review and input as a public hearing. VA administered surveys and questionnaires addressing the state priorities to staff, families, students that utilize likert scale and open-ended questions as a method of soliciting both qualitative and quantitative data on areas of strength and challenge at VA connected to the LCAP goals. June 2015 – Family feedback solicited, capturing input from 70% of families. June 2015– Teacher feedback solicited, capturing input from 100% of teachers June 2015- Student survey was administered in 4th grade, capturing data 94% of students	VA utilized input and the involvement of its stakeholders in developing the school's LCAP Update. NEEDS expressed by these stakeholders included but are not limited to the following: Students – More support with peer relationship building Families – School site safety, in light of move to a permanent facility in a challenged neighborhood Faculty & Staff – Continued work to develop alignment of both curriculum and assessment to Common Core. Leadership Team – Continued work to develop alignment of both curriculum and assessment to Common Core. Based on all of this input, reflection and analysis, VA developed the LCAP Annual Update.

enrolled in that grade. VA actively engaged parents and guardians of English learners, reclassified English proficiency students, students from low-income families, and students with special needs through its PTAC, Back to School Night, Coffee w/HOS , Math and Literacy Events (4/year), Student-Led Conferences (2/year), and Family Survey. VA considered all feedback from all stakeholders in the process of forming the LCAP Update. In subsequent annual updates, VA will continue to actively seek the involvement of all stakeholders to support improved outcomes for all pupils related to the state priorities.	
Annual Update: Over the course of the 2015-16 school year, Vincent Academy continued to actively involve staff, families, students and board members in a process of reviewing goals, implementing actions, and evaluating data on outcomes. The result of this ongoing work informed the development of the school's Local Control Accountability Plan (LCAP) Update. September 2015 - June 2016 – The Leadership Team and Ed Policies board committee met regularly to track progress on goals and implement action plans. November 2015, December 2015, January 2016, March 2016 – During Professional Development, the instructional staff reviewed LCAP goals, actions, and progress toward outcomes using a variety of data sets. Input was solicited for areas of strength, areas for growth, and areas for modification. September 2015-June 2016 School leadership and parent leaders met with the PTAC to review focal areas in LCAP. June 20, 2015 – School Leadership presented LCAP Plan as action items to Board of Directors and public for review and input as a public hearing. June 28, 2016 – Draft of LCAP Update was reviewed with the PTAC for final round of feedback. June 30, 2016-LCAP finalized by VA Board. VA administered surveys and questionnaires addressing the state priorities to staff, families, students that utilize likert scale and open-ended questions as a method of soliciting both qualitative and quantitative data on areas of strength and challenge at VA connected to the LCAP goals.	**Annual Update:** VA utilized input and the involvement of its stakeholders in developing the school's LCAP Update. NEEDS expressed by these stakeholders included but are not limited to the following: Students – More support with motivation to learn Families – Middle school solution Faculty & Staff Leadership Team– More alignment between day program and after school program . Based on all of this input, reflection and analysis, VA developed the LCAP Annual Update.

June 2015 – Family feedback solicited, capturing input from 70% of families. June 2015– Teacher feedback solicited, capturing input from 100% of teachers June 2015- Student survey was administered in 3, 4th and 5th grade, capturing data 94% of students enrolled in those grades. VA actively engaged parents and guardians of English learners, reclassified English proficiency students, students from low-income families, and students with special needs through its PTAC, Back to School Night, Coffee w/HOS , Math and Literacy Events (4/year), Home visits, Conferences (2/year), and Family Survey. VA considered all feedback from all stakeholders in the process of forming the LCAP Update. In subsequent LCAP cycles, VA will continue to actively seek the involvement of all stakeholders to support improved outcomes for all pupils related to the state priorities.	

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. 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 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 parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes 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?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) 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?

GOAL 1:	100% of teachers and students will have access to all of the materials necessary to implement ELD and mathematics curricula.	Related State and/or Local Priorities: 1 ✔ 2 ✔ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	Complete sets of ELD and math curricula

Goal Applies to:	Schools:	Vincent Academy
	Applicable Pupil Subgroups:	All, English Language Learners

LCAP Year 1: 2014-2015

Expected Annual Measurable Outcomes:	Materials will be purchased and teachers will receive training and development on the implementation of the curriculum resources.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Procure Systematic ELD and Eureka Math materials.	School-wide	✔ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000

LCAP Year 2: 2015-2016

Expected Annual Measurable Outcomes:	90% of teachers will report confidence and facility in the use of the Eureka Math and Systematic ELD curriculum on annual teacher survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All teachers will continue to receive mathematics professional development on the Eureka Math curriculum. All teachers will begin receive formal training in the Systematic ELD curriculum.	School-wide English Learners	✔ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5000 $2000

LCAP Year 3: 2016-2017

Expected Annual Measurable Outcomes:	95% of teachers will report confidence and facility in the use of the Eureka Math and ELD curriculum on annual teacher survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All teachers will continue to receive formal training in the ELD curriculum. New teachers to the school will participate in a PD module for Eureka Math.	School-wide English Learners	✔ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5000 $5000

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GOAL 2:	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. 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.	Related State and/or Local Priorities: 1✔ 2✔ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	Adequate time and training to become skillful and effective in implementing the school's CCSS-aligned curriculum.
Goal Applies to:	Schools:	Vincent Academy

Applicable Pupil Subgroups:	All

LCAP Year 1: 2014-2015

Expected Annual Measurable Outcomes:	100% of Kinder through fifth grade teachers will have daily lesson plans and assessments that are common core aligned. Professional development plan will emphasize unpacking the CCSS, with at least 3 full days of in-service related to the CCSS implementation priorities.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Three full days of in-service were dedicated to instructional staff on the topics of common core math and literacy implementation. Follow-up coaching and professional development throughout the school 14-15 school year.	School-wide	✔ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,0000, training and development (5210), general fund

LCAP Year 2: 2015-2016

Expected Annual Measurable Outcomes:	100% of Kinder through fifth grade teachers will have daily lesson plans and assessments that are common core aligned. Professional development plan will emphasize unpacking the CCSS, with at least 3 full days of in-service related to the CCSS implementation priorities and weekly coaching/planning sessions.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Hire an academic coach to support instructional staff with the implementation of the common core and alignment of teaching standards with SBAC performance standards.	School-wide	✔ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$84,533

LCAP Year 3: 2016-2017

Expected Annual Measurable Outcomes:	100% of Kinder through sixth grade teachers will have daily lesson plans and assessments that are common core aligned. Professional development plan will emphasize unpacking the CCSS, with at least 3 full days of in-service related to the CCSS implementation priorities and weekly coaching/planning sessions.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review and revise VA's school-wide CCSS-aligned interim assessment system.	School-wide	✔ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6,000

GOAL 3:	Increase the number of ELLs who can be reclassified as FEP.	Related State and/or Local Priorities: 1 ✔ 2__ 3__ 4 ✔ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	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.

Goal Applies to:	Schools:	Vincent Academy
	Applicable Pupil Subgroups:	English Learners

LCAP Year 1: 2014-2015

Expected Annual Measurable Outcomes:	70% of students will reach annual progress goals and/or will be reclassified.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provided training to instructional aides who supported EL students through small group instruction that occurred weekly.	Subgroup: English Learners	__ALL --- OR: __Low Income pupils ✔English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000, training and development $10,000, Instructional Aide salaries

LCAP Year 2: 2015-2016

Expected Annual Measurable Outcomes:	2014-2015 rate of reclassification/goal achievement +2%.			
Actions/Services		**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Provide additional training to instructional aides who supported EL students through small group instruction delivered weekly.		Subgroup: English Learners	__ALL -- OR: __Low Income pupils ✔English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000, training and development $20,000, Instructional Aide salaries

LCAP Year 3: 2016-2017

Expected Annual Measurable Outcomes:	2015-2016 rate of reclassification/goal achievement +2%.			
Actions/Services		**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Provide additional training to instructional specialists who support EL students through small group instruction delivered weekly.		Subgroup: English Learners	__ALL -- OR: __Low Income pupils ✔English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,000, training and development $25,000, Instructional Specialist Salaries

GOAL 4:	Increase the students scoring Proficient and above on the CCSS/SBAC benchmark ELA scores established in 2014-2015.	Related State and/or Local Priorities: 1__ 2__ 3__ 4✔ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	To support all students in becoming high-performing scholars	
Goal Applies to:	Schools: Vincent Academy	

Applicable Pupil Subgroups:	All

LCAP Year 1: 2014-2015	
Expected Annual Measurable Outcomes:	Baseline to be set with 2014-2015 SBAC proficiency rates.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
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.	School-wide	__ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$315,105, teacher salaries (1100), general fund $5,000, professional development and training (5210), common core $40,000, Super Stars Literacy

LCAP Year 2: 2015-2016	
Expected Annual Measurable Outcomes:	2014-2015 SBAC proficiency rates +2%.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

| 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.

Hold a series of three workshops for parents to understand SBAC and help prepare their children for success.

Contract with Super Stars Literacy to provide in-class support for students behind grade-level expectations in grades Kindergarten through 2nd grade | School-wide | ✔ALL

OR:
__Low Income pupils   __English Learners
__Foster Youth   __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | $610,000 teacher salaries

$6000, professional development and training

$40,000, Super Stars Literacy |

LCAP Year 3: 2016-2017			
Expected Annual Measurable Outcomes:	2015-2016 SBAC proficiency rates +2%.		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
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. Hold a series of three workshops for parents to understand SBAC and help prepare their children for success. Contract with Super Stars Literacy to provide in-class support for students behind grade-level expectations in grades Kindergarten through 2nd grade	School-wide	✔ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,182,374 teacher salaries $6000, professional development and training $1000 training

GOAL 5:	Increase the students scoring Proficient and above on the CCSS/SBAC benchmark Math scores established in 2014-2015.	Related State and/or Local Priorities: 1__ 2__ 3__ 4✔ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	To support all students in becoming high-performing scholars

Goal Applies to:	Schools:	Vincent Academy
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2014-2015

Expected Annual Measurable Outcomes:	Baseline to be set with 2014-2015 SBAC proficiency rates.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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 Math, instructional staff will receive continued professional development in the Eureka Math program.	School-wide	__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$$610,000 teacher salaries $5,000, professional development and training (5210), common core

LCAP Year 2: 2015-2016

Expected Annual Measurable Outcomes:	2014-2015 SBAC proficiency rates +2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

| 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 Math, instructional staff will receive continued professional development in the Eureka Math program. | School-wide | ✔ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | $315,105, teacher salaries (1100), general fund

$5,000, professional development and training (5210), common core |

| **LCAP Year 3**: 2016-2017 | | | |

| Expected Annual Measurable Outcomes: | 2015-2016 SBAC proficiency rates +2%. | | |

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
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 Math, instructional staff will receive continued professional development in the Eureka Math program.	School-wide	✔ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,182,374 $5,000, professional development and training

GOAL 6:	Students will have greater exposure and facility with specific technologies and be able to utilize such technology for academic pursuits.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5✔ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	To support students in keeping pace with technological advancements and to create a STEM focus at Vincent Academy.	

Goal Applies to:	Schools:	Vincent Academy
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2014-2015				
Expected Annual Measurable Outcomes:	100% of students will have a minimum of 15 hours of integrative technology practice. **Metric:** Technology Lesson Plans				

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Retain technology specialist to work with students on basic technology skills in the context of classroom assignments/projects.	School-wide	✔ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000

LCAP Year 2: 2015-2016				
Expected Annual Measurable Outcomes:	75% of students will receive a proficient score n the culminating project as per the project rubric. **Metric:** Project rubric				

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Develop grade-level specific projects that integrate specific technologies and skills.	School-wide	✔ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000

GOAL 7:	VA Families will have increased opportunities and motivation to participate in making key decisions around student learning.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7✔ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	To foster a school-family partnership around the priority of student learning.

Goal Applies to:	Schools:	Vincent Academy
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2014-2015

Expected Annual Measurable Outcomes:	85% of families will attend and participate in student-led academic conferences. 60% of families will attend at least one of four academic workshops offered annually. **Metrics:** Attendance and participation logs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers to personally contact all families to invite to conferences and school-wide academic events. Identify and hire translators for all home languages.	School-wide & Subgroup English Learners	✔ALL --- OR: __Low Income pupils ✔English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1000

LCAP Year 2: 2015-2016

Expected Annual Measurable Outcomes:	90% of families will attend and participate in student-led academic conferences. 65% of families will attend at least one of four academic workshops offered annually. 75% of families will rate themselves as knowledgeable about the school's program. **Metrics:** Attendance and participation logs Annual survey results

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers to personally contact all families to invite to conferences and school-wide academic events. Identify and hire translators for all home languages. Implement "VA Bucks" incentive system for families where they earn bucks that can be used for summer camp payments by attending conferences, academic workshops etc. Administer annual survey online through parent portal.	School-wide	✔ALL --- OR: __Low Income pupils ✔English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1500 $2500

LCAP Year 3: 2016-2017		
Expected Annual Measurable Outcomes:	90% of families will attend and participate in student-led academic conferences. 70% of families will attend at least one of four academic workshops offered annually. 80% of families will rate themselves as knowledgeable about the school's program. 80% of families will have attended 70% of annual PTAC meetings.	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers to personally contact all families to invite to conferences and school-wide academic events. Identify and hire translators for all home languages. Implement "VA Bucks" incentive system for families where they earn bucks that can be used for summer camp payments by attending conferences, academic workshops etc. Administer annual survey online through parent portal.	School-wide	✔ALL --- OR: __Low Income pupils ✔English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,500 (Translation) $2,500 (VA Bucks)

GOAL 8:	High levels of family and student engagement that support student learning and a strong, supportive school culture.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6✔ 7__8✔

	COE only: 9__ 10__ Local: Specify <u>Climate, Culture and Conduct</u>

Identified Need:	To improve attendance rates across the board and reduce 2014-2015 chronic absenteeism rate by 50%. To respond systematically to student misbehavior in a manner that supports all students to grow, learn from their mistakes and to remain focused on academics.

Goal Applies to:	Schools:	Vincent Academy
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2014-2015

Expected Annual Measurable Outcomes:	Reduce the 2013-2014 chronic absentee rate by 50%. Maintain suspension rate at 5% or less.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students and families will receive formal recognition for excellent attendance habits. 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. At the beginning of the year, students will receive explicit instruction and feedback within the school's adopted programs for maintaining a positive school climate and culture, The Responsive Classroom and Toolbox. 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. School-wide community meetings will be utilized as opportunities to discuss and clarify important principles and policies pertaining to student success. The VA Dean of Students will facilitate the efforts of the student leadership group, Peacekeepers.	School-wide	✔ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000, materials and supplies $35,000, Dean of Students

LCAP Year 2: 2015-2016				
Expected Annual Measurable Outcomes:	2014-2015 chronic absenteeism rate -2%. Maintain suspension rate at 5% or less.			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
Students and families will receive formal recognition for excellent attendance habits. 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. At the beginning of the year, students will receive explicit instruction and feedback within the school's adopted programs for maintaining a positive school climate and culture, The Responsive Classroom and Toolbox. Increase staff Behavioral Interventionist through Lincoln to full-time. The VA Student & Family Services Director will provide case management for students needing extra support and will create individualized behavior plans that ensure a students success. School-wide community meetings will be utilized as opportunities to discuss and clarify important principles and policies pertaining to student success. The VA Student & Family Services Director will facilitate the efforts of the student leadership group, Peacekeepers.	School-wide	✔ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$2,000, materials and supplies $25,000, health services $64,194 Student and Family Services Director
LCAP Year 3: 2016-2017				
Expected Annual Measurable Outcomes:	2015-2016 chronic absenteeism rate -1%. Maintain suspension rate at 5% or less.			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students and families will receive formal recognition for excellent attendance habits. Maintain staff Behavioral Interventionist through Lincoln at full-time. Hire Assistant Head of School at full-time. Maintain Student and Family Services Director at full-time. 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. At the beginning of the year, students will receive explicit instruction and feedback within the school's adopted programs for maintaining a positive school climate and culture, The Responsive Classroom, Kimochis and Toolbox. Maintain staff Behavioral Interventionist through Lincoln at full-time. The VA Assistant Head of School will provide case management for students needing extra support and will create individualized behavior plans that ensure a student's success. School-wide community meetings will be utilized as opportunities to discuss and clarify important principles and policies pertaining to student success. The VA Student & Family Services Director will facilitate the efforts of the student leadership group, Peacekeepers.	School-wide	✔ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,500, materials and supplies $204,205 salaries and 3rd party mental health provider contracts. $19,000 Playworks Contract

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) 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?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	All teachers will receive mathematics and ELD professional development.		Related State and/or Local Priorities: 1✔ 2✔ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Vincent Academy		
	Applicable Pupil Subgroups: All and English Language Learners		
Expected Annual Measurable Outcomes:	90% of teachers will report confidence and facility in the use of the Eureka Math and systemic ELD curriculum on annual teacher survey. **Metric** Annual Teacher Survey	Actual Annual Measurable Outcomes:	**Placeholder** 90% of teachers reported feeling somewhat confident to very confident in the use of core curricula. **Metric** Annual Teacher Survey

LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
• All teachers will receive formal ELD training. • New teachers will participate in PD module for Eureka math.		$10,000.00	• Due to large percentage of teachers new to VA staff in 2015-2016, we opted to switch primary PD focus to core ELA instead of ELD. • New teachers will participate in PD module for Eureka math.		$7,030
Scope of service:	School-wide		Scope of service:	School-wide	
✔ ALL			✔ ALL		
OR: __Low Income pupils ✔ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils ✔ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Switched out ELA for ELD professional development due to needs of staff. Actual expenditure was lower than projected expenditure by $2970.

Original GOAL from prior year LCAP:	Hire an academic coach to support instructional staff with the implementation of the common core and alignment of teaching standards with SBAC performance standards.	Related State and/or Local Priorities: 1__ 2✔ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: Vincent Academy
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	100% of Kinder through fourth grade teachers will have daily lesson plans and assessments that are common core aligned. Professional development plan will emphasize unpacking the CCSS, with at least 3 full days of in-service related to the CCSS implementation priorities. **Metrics** Professional development attendance logs, feedback on trainings collected from attendees	Actual Annual Measurable Outcomes:	100% of Kinder through fourth grade teachers will have daily lesson plans and assessments that are common core aligned. Professional development plan will emphasize unpacking the CCSS, with at least 3 full days of in-service related to the CCSS implementation priorities. **Metric** Professional development attendance logs, feedback on trainings collected from attendees

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
	$84,533		$76,581 $815

Scope of service:	School-wide		Scope of service:	School-wide	
✔ ALL			✔ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Actual expenditure was lower than projected by $7,107.

Original GOAL from prior year LCAP:	Increase the number of ELLs who can be reclassified as FEP.	Related State and/or Local Priorities: 1__ 2__ 3__ 4✔ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: Vincent Academy
	Applicable Pupil Subgroups: All and English Language Learners

Expected Annual Measurable Outcomes:	2014-2015 rate of reclassification/goal achievement +2%. **Metric** CELDT scores and SBAC performance.	Actual Annual Measurable Outcomes:	TBD in August. **Metric** CELDT scores and SBAC performance.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
ELLs will receive small group instruction at their appropriate developmental language level to support further English language development.	$3000 for training $20,000 for IA salaries	ELLs will receive small group instruction at their appropriate developmental language level to support further English language development.	$56,293

Scope of service:	School-wide		Scope of service:	School-wide	
__ ALL			__ ALL		
OR: __Low Income pupils ✔ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils ✔ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We were provided GLAD trainings at no cost. We invested more heavily in Instructional Assistant roles by an additional $35,000 than was originally budgeted.

Original GOAL from prior year LCAP:	Baselines for SBAC ELA performance: **Overall-23%** **Subgroups:** Hispanic or Latino-27% African American-15% English Learners-23% Low-Income-18%	Related State and/or Local Priorities: 1__ 2__ 3__ 4 ✔ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: Vincent Academy
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	SBAC ELA Baselines +2%. **Metrics** SBAC ELA scores, proficiency rates	Actual Annual Measurable Outcomes:	TBD in August. **Metric** SBAC ELA scores, proficiency rates

LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Students will receive quality instruction from properly credentialed and highly effective teachers knowledgeable about the CCSS/SBAC content and performance standards.		$315,105	Students will receive quality instruction from properly credentialed and highly effective teachers knowledgeable about the CCSS/SBAC content and performance standards.		$334,280
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.		$5,000	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.		$9,300
Contract with Super Stars Literacy to provide in-class support for students behind grade-level expectations in grades Kindergarten through 2nd grade.		$40,000	Contract with Super Stars Literacy to provide in-class support for students behind grade-level expectations in grades Kindergarten through 2nd grade.		$30,000
Scope of service:	School-wide		Scope of service:	School-wide	
✔ ALL			✔ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No substantive changes.

Original GOAL from prior year LCAP:	Baselines for SBAC Math performance: **Overall-23%** **Subgroups:** Hispanic or Latino-18% African American-21% English Learners-23% Low-Income-20%	Related State and/or Local Priorities: 1__ 2__ 3__ 4 ✔ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: Vincent Academy
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	SBAC Math Baselines +2%. **Metrics** SBAC Math scores, proficiency rates	Actual Annual Measurable Outcomes:	TBD in August. **Metric** SBAC Math scores, proficiency rates

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students will receive quality instruction from properly credentialed and highly effective teachers knowledgeable about the CCSS/SBAC content and performance standards.	$315,105	Students will receive quality instruction from properly credentialed and highly effective teachers knowledgeable about the CCSS/SBAC content and performance standards.	$334,280
Professional development will be designed to support the implementation of the CCSS. In the area of Math, instructional staff will receive continued professional development for the Eureka math program	$5,000	Professional development will be designed to support the implementation of the CCSS. In the area of Math, instructional staff will receive continued professional development for the Eureka math program.	$7,680

Scope of service:	School-wide		Scope of service:	School-wide	
✔ ALL OR: __Low Income pupils ✔ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			✔ ALL OR: __Low Income pupils ✔ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Math professional development was prioritized to support the implementation of the CCSS-aligned math program.				

Original GOAL from prior year LCAP:	Students will have greater exposure and facility in keeping pace with technological advancements and to create a STEM focus at Vincent Academy.	Related State and/or Local Priorities: 1__ 2__3✔ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: Vincent Academy	
	Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	75% of students will receive a proficient score in the culminating project as per the project rubric. **Metrics** Final ratings on project rubrics	Actual Annual Measurable Outcomes:	88% received a proficient score on their individualized technology projects. **Metrics** Report card ratings

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop grade-level specific projects that integrate specific	$25000		$7,830

technologies and skills.

Scope of service:	School-wide		Scope of service:	School-wide	
✔ ALL			✔ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✔Other Subgroups:(Specify)SBAC Testing			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ✔Other Subgroups:(Specify) SBAC Testing		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We added ST Math to our technology class this year so that students were able to self-pace and complete individualized projects.

Original GOAL from prior year LCAP:	VA Families will have increased opportunities and motivation to participate in making key decisions around student learning.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7✔ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Vincent Academy
	Applicable Pupil Subgroups:	All and English Language Learners

Expected Annual Measurable Outcomes:	90% of families will attend and participate in student-led academic conferences. 65% of families will attend at least one of four academic workshops offered annually. 75% of families will rate themselves as knowledgeable about the school's program. **Metric** Attendance and participation logs Annual survey result	Actual Annual Measurable Outcomes:	92% of families attended and participated in student-led academic conferences. 74% of families attended at least one of four academic workshops offered annually. 88% of families rated themselves as knowledgeable about the school's program. **Metric** Attendance and participation logs Annual survey results

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teachers to personally contact all families to invite to conferences and school-wide academic events. Identify and hire translators for all home languages. Implement "VA Bucks" incentive system for families where they earn bucks that can be used for summer camp payments by attending conferences, academic workshops etc. Administer annual survey online through parent portal.	$1,500 $2,500	Translation services.	$1,800 $2,300
Scope of service: School-wide & Subgroup		Scope of service: School-wide & Subgroup	
✔ ALL		✔ ALL	
OR: __Low Income pupils ✔ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils ✔ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No substantive changes.

Original GOAL from prior year LCAP:	High levels of family and student engagement in order to support student learning and a strong, supportive school culture.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6✔ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: Vincent Academy
	Applicable Pupil Subgroups: All and English Language Learners

Expected Annual Measurable Outcomes:	Reduce 2014-2015 chronic absenteeism rate -2%. Maintain suspension rate at 5% or less. **Metric** Attendance rate	Actual Annual Measurable Outcomes:	Chronic absenteeism rate was at 5.8% ((2014-2015 was 13%). Suspension rate is 3.2%. **Metric** Attendance rate

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all students: Students and families will receive formal recognition for excellent attendance habits. 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. At the beginning of the year, students will receive explicit instruction and feedback within the school's adopted programs for maintaining a positive school climate and culture, The Responsive Classroom and Toolbox. Increase staff Behavioral Interventionist through Lincoln to full-time. The VA Student & Family Services Director will provide case	$2,000 materials and supplies $25,000 health services $64,194 Student and Family Services Director	Services for all students: We purchased and planned attendance incentives, such as awards, stickers, and recognition ceremonies that were implemented throughout the year. We held Student Attendance Review Team (SART) meetings to develop student attendance success plans. Students received instruction and feedback within the adopted programs of Responsive Classroom and Toolbox. We added in a curriculum for our youngest students called Kimochis. We increased the Behavioral interventionist to full-time. The VA SFSD provided case management for students needing extra support.	$2,500 $25,000 health services $64,194 Student and Family

management for students needing extra support and will create individualized behavior plans that ensure a student's success. School-wide community meetings will be utilized as opportunities to discuss and clarify important principles and policies pertaining to student success. The VA Student & Family Services Director will facilitate the efforts of the student leadership group, Peacekeepers.		School-wide community meetings were carried out successfully throughout the year. Older grade students were provided multiple leadership opportunities in service to their peers and the school community.	Services Director
Scope of service: School-wide		**Scope of service:** School-wide	
✔ ALL		✔ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No substantive changes.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$345,675

Given that approximately 90% 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 $776,194 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.

B. In the box below, 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).

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). 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.

| 15.26 | % |

We determined a need to increase or improve individual and targeted instruction and provide individual behavioral and counseling support to the unduplicated student population by approximately 15% given the increase in funds generated by such students. In order to accomplish this, a second clinician will be hired and all teachers will provide additional support for ELs in the course of daily instruction.

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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

   (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

   (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

   (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

   (2) The total number of cohort members.

   (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

   (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

   (2) The total number of cohort members.

   (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

   (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

   (3) Divide (1) by (2).

8-22-14 [California Department of Education]

Title 5. EDUCATION
Division 1. California Department of Education
Chapter 14.5. Local Control Funding Formula
Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability Plan Template
Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants

§ 15494. Scope.

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

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

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

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

§ 15495. Definitions.

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

(a) "Consult with pupils," as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.

(b) "English learner parent advisory committee," as used in Education Code sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in Education Code section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

(c) "Local control and accountability plan (LCAP)" means the plan created by an LEA pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in conformance with the LCAP and annual update template found in section 15497.5.

(d) "Local educational agency (LEA)" means a school district, county office of education, or charter school.

(e) "Parents" means the natural or adoptive parents, legal guardians, or other persons holding the right to make educational decisions for the pupil pursuant to Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or 56055, including foster parents who hold rights to make educational decisions.

(f) "Parent advisory committee," as used in Education Code sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in Education Code section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

(g) "Prior year" means one fiscal year immediately preceding the fiscal year for which an LCAP is approved.

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

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

(j) "Subgroup" means the numerically significant pupil subgroups identified pursuant to Education Code section 52052.

(k) "to improve services" means to grow services in quality.

(l) "to increase services" means to grow services in quantity.

(m) "unduplicated pupil" means any of those pupils to whom one or more of the definitions included in Education Code section 42238.01 apply, including pupils eligible for free or reduced price meals, foster youth, and English learners.

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

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

(a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA shall include in its LCAP an explanation of how expenditures of such funding meet the LEA's goals for its unduplicated pupils in the state priority areas. An LEA shall determine the percentage by which services for unduplicated pupils must be increased or improved above services provided to all pupils in the fiscal year as follows:

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

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

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

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

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

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

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

(8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero or when LCFF is fully implemented statewide, then an LEA shall determine its percentage for purposes of this section by dividing the amount of the LCFF target attributed to the supplemental and concentration grant for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program.

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

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

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

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

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

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

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

(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

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

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

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

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

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

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

(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

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

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

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

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

§ 15497. County Superintendent of Schools Oversight of Demonstration of Proportionality.

    In making the determinations required under Education Code section 52070(d)(3), the county superintendent of schools shall include review of any descriptions of districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through (b)(4) when determining whether the school district has fully demonstrated that it will increase or improve services for unduplicated pupils pursuant to section 15496(a). If a county superintendent of schools does not approve an LCAP because the school district has failed to meet its requirement to increase or improve services for unduplicated pupils as specified in this section, it shall provide technical assistance to the school district in meeting that requirement pursuant to Education Code section 52071.

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

8-22-14 [California Department of Education]