

- The State Board of Education has illustrated changes to the original text in the following manner: text originally proposed to be added is underlined.

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(a).

(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) “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.

(b) “Local educational agency (LEA)” means a school district, county office of education, or charter school.

(c) “Prior year” means one fiscal year immediately preceding the fiscal year for which an LCAP is approved.

(d) “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.

(e) "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.

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

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

(h) "unduplicated pupil" means any of those pupils to whom one or more of the definitions included in Education Code section 42238.01 apply, including low income, foster youth, and English learner.

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 school site, 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 in excess of 55 percent 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 provided on a districtwide basis.

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

(2) A school district that has an enrollment of unduplicated pupils that is less than 55 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental 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 provided on a districtwide basis.

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

(3) A school district that has an enrollment of unduplicated pupils at a school that is in excess of 40 percent 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 provided on a schoolwide basis.

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

(4) A school district that has an enrollment of unduplicated pupils that is less than 40 percent of the school site'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 provided on a schoolwide basis.

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

(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 provided on a countywide or charterwide basis.

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

(c) 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 review any descriptions provided under subdivisions (b)(2)(B) and (b)(2)(C) or subdivisions (b)(4)(B) and (b)(4)(C) when determining whether the LEA has fully demonstrated that it will increase or improve services for unduplicated pupils under subdivision (a). If a county superintendent of schools does not approve an LCAP because the LEA has failed to meet its proportionality requirement as specified in this section, it shall provide technical assistance to the LEA 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.

1-2-14 [California Department of Education]

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

Introduction:

LEA: Venture Academy

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LCAP Year: 2014

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
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<ul style="list-style-type: none"> • A county office LCAP Leadership Team established in the fall of 2013. The team determined the process for creating the LCAP and met for check-in and follow-up discussions. • Presentation of LCFF and LCAP made at all-staff meeting. • Academy teams met as Professional Learning Communities to draft goals specific to their sites. • Presentation of LCFF and LCAP made to Venture Academy Advisory Site Council (ASC). ASC members approved parent survey and gave their input. • Letters mailed school-wide inviting parents and local community members, including CTA representative, to public meeting in April 2014. • Parent survey posted in English and Spanish on website. • EL Advisory Committee formed, consisting of representative faculty and support staff. • Public meeting with stakeholders held April 17, 2014. • Invitation sent to parents of EL students to additional public meeting conducted in English and Spanish. • Public meeting held in English and Spanish on May 1, 2014. • Draft posted on VAFS website from May 20 to May 28, 2014 for public feedback. 	<p>Stakeholder feedback included the following:</p> <ul style="list-style-type: none"> • Bring more learning opportunities to the middle school level. • Develop cross-age bilingual support program. • Purchase computer based program to enhance literacy and promote English acquisition. • Identify and test English Language Learners in a timely manner. • Purchase curriculum that includes support for English Language Learners. <p>Academy Site teams identified goals for their respective academies.</p>
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Section 2: Goals and Progress Indicators

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

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Related State and Local Priorities	What will be different/improved for students? (based on identified metric)	What will be different/improved for students? (based on identified metric)	What will be different/improved for students? (based on identified metric)
					LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2015-2016
There is a need to improve services for English Language Learners. Metric: CELDT test Schedule and scores	At least one teacher in each focus academy will be trained by the Testing Coordinator by the first day of the 2014-15 school year. Testing at the elementary level will be completed during the first week of the 2014-15 school year. EL students will be placed in a "learning group" in the School-wide Assessment program so that	EL	All VA Academies	Basic Services Academic Standards Pupil Achievement Other Student Outcomes Pupil Engagement Parent Involvement	Timely identification of EL students and placement in a specific data group will facilitate the use of targeted strategies that will increase the reclassification rate of EL learners as measured by CELDT test scores.	The number of students reclassified as English proficient will increase by a minimum of 10% as measured by CELDT testing and schoolwide testing data.	The number of students reclassified as English proficient will increase by a minimum of 10% as measured by CELDT testing and schoolwide testing data.

	<p>their progress can be monitored.</p> <p>Computer based programs will be purchased to enhance English Language Acquisition and to promote fluency. (Rosetta Stone, IStation)</p>						
<p>There is a need to increase gains In Reading, Language Arts and Math.</p> <p>Metric: EdPerformance Gains Analysis</p>	<p>Students will meet target growth goals identified by EdPerformance Assessment tool, except for students on IEP's who will meet their individual goals</p>	<p>All students</p>	<p>Grades 3-11</p>	<p>Pupil Engagement Pupil Achievement Implementation of Common Core</p> <p>Other student outcomes</p>	<p>Students will increase skills in Math, Reading and Language Arts that will build the foundation necessary to meet CCSS standards</p>	<p>Students will increase skills in Math, Reading and Language Arts that will build the foundation necessary to meet CCSS standards.</p>	<p>Students will increase skills in Math, Reading and Language Arts that will build the foundation necessary to meet CCSS standards.</p>

<p>There is a need to improve parent outreach and training for the EL population</p> <p>Metric: Parent attendance at workshops and parent/ teacher conferences</p>	<p>Workshops will be scheduled to familiarize parents with curriculum and to teach strategies that will support their students at home.</p>	EL	Grades TK-8	<p>Parent Involvement Pupil Achievement School Climate Academic Standards Pupil engagement</p> <p>Other student outcomes</p>	Proficiency in English and primary language will improve.	Proficiency in English and primary language will improve.	Proficiency in English and primary language will improve.

<p>There is a need to improve passing rate on CAHSEE Census Test. Metric: CAHSEE Census data tracked by CDE and VAFS</p>	<p>Improve passing rate on CAHSEE Census to 85% in Math and Language Arts.</p>	<p>All</p>	<p>10th grade students in: DeltaVISTA Foundations BrainworX Excel Historic Durham Ferry ImagineIT</p>	<p>Pupil Achievement Pupil Engagement Implementation of State Standards Other student Outcomes Basic Services Course Access</p>	<p>Passing rate for Census CAHSEE test will improve. Students will gain the proficiency needed to access higher-level courses in Math and Language Arts.</p>	<p>Passing rate for Census CAHSEE test will improve. Students will gain the proficiency needed to access higher-level courses in Math and Language Arts.</p>	<p>Passing rate for Census CAHSEE test will improve. Students will gain the proficiency needed to access higher-level courses in Math and Language Arts.</p>

<p>There is a need to increase and improve critical thinking skills for high school students</p>	<p>90% of graduating students in the BrainworX Academy will have completed a mastery level in their critical thinking portfolios as measured by the BrainworX critical thinking rubric.</p>	<p>All</p>	<p>All BrainworX</p>	<p>Pupil Achievement Pupil Engagement Implementation of State Standards Course Access</p>	<p>Students will improve and increase critical thinking skills as well as the ability to self-assess them.</p>	<p>Students will improve and increase critical thinking skills as well as the ability to self-assess them.</p> <p>Analyzing scores from Year 1 will show strengths and weaknesses and facilitate program improvement .</p>	<p>Students will improve and increase critical thinking skills as well as the ability to self-assess them.</p> <p>Analyzing scores from Year 2 and 2 will show strengths and weaknesses and felicitate program improvement</p>

<p>There is a need to create and maintain authentic assessment tools to measure and record individual student performance and achievement. Metric: student portfolios rubrics</p>	<p>Students will create a portfolio highlighting their progress and achievements.</p>	<p>All</p>	<p>Synergy Home-school Found- actions 9th Grade ImagineIT</p>	<p>Pupil Achievement Pupil Engagement Implementation of State Standards Other Student Outcomes Parental Involvement</p>	<p>Quality of student work will improve as students learn to reflect upon the results of their efforts and review their progress.</p>	<p>Quality of student work will improve as students learn to reflect upon the results of their efforts and review their progress.</p>	<p>Quality of student work will improve as students learn to reflect upon the results of their efforts and review their progress.</p>
<p>There is a need to ensure that graduating students are college ready. Metric: Number of students applying to colleges, Acceptance rates, AVID senior data</p>	<p>Percentage of students applying for and being accepted into a university will increase by 5%. Percentage of students passing AP tests will increase by 5%.</p>	<p>All</p>	<p>Delta VISTA</p>	<p>Course Access Pupil Achievement Pupil Engagement Other student Outcomes Implementation o State standards Basic Services</p>	<p>An increasing number of students will apply and be accepted into universities. This data will be part of the data collection for the end of the year AVID report. The passing rate for students taking AP tests will increase by 5% as measured by data provided by the testing site. Both of these sets of data</p>	<p>An increasing number of students will apply and be accepted into universities. This data will be part of the data collection for the end of the year AVID report. The passing rate for students taking AP tests will increase by 5% as measured by data provided by the testing</p>	<p>An increasing number of students will apply and be accepted into universities. This data will be part of the data collection for the end of the year AVID report. The passing rate for students taking AP tests will increase by 5% as measured by data provided by</p>

					will be disaggregated by target subgroups.	site. Both of these sets of data will be disaggregated by target subgroups.	the testing site. Both of these sets of data will be disaggregated by target subgroups.
There is a need to improve and increase reading fluency in grades k-2. Metric: Woodcock Johnson or edPerformance	Students will score a minimum of 1 year's growth within a year on a standardized test (Edperformance, Woodcock Johnson or iStation) or attain or exceed grade level standards, with exception of students on IEPs or 504s, who will meet their individual goals. 80% of students will reach the 50% percentile in reading fluency (based on the Hasbruck-tindal table of oral reading fluency norms) by the end of the school year, with the exception of students on IEPs or 504 plans, who will meet	All	Venture-land K-2	Pupil Achievement Pupil Engagement Other student outcomes	Students will be tested by one of the identified standardized tests during two test periods.	Students will be tested by one of the identified standardized tests during two test periods. Interventions will be identified for students not meeting grade level standards	Students will be tested by one of the identified standardized tests during two test periods. Interventions will be identified for students not meeting grade level standards

	their individual goals.						
<p>There is a need to increase numbers of students completing A-G course-work.</p> <p>Metric: School Pathways Student Information System</p>	<p>The percentage of high school students in Modified Daily Attendance Sites completing A-G course requirements will increase by at least 10%.</p>	All	<p>Delta VISTA BrainworX ImagineIT Historic Durham Ferry Foundations Excel</p>	<p>Course Access Pupil Engagement Pupil Achievement Basic Services Other student outcomes Implementation of State Standards</p>	<p>Students completing A-G course requirement will increase by 10% as measured by data generated through School Pathways, the student information system..</p>	<p>Students completing A-G course requirement will increase by 10% as measured by data generated through School Pathways, the student information system.</p>	<p>Students completing A-G course requirement will increase by 10% as measured by data generated through School Pathways, the student information system.</p>
<p>There is a need to improve participation and passing rate for CAHSEE Math and Language Arts in the High School Independent Study Program</p> <p>Metric: CAHSEE results and attendance data</p>	<p>Improve passing rate for CAHSEE Math and Language Arts by 5% in the High School Independent Study Program</p> <p>All students in the Independent Study Program will take the</p>	All high school students who have not yet passed the CAHSEE Math and/or Language Arts	High School Independent Study Academy	<p>Pupil Engagement Pupil Achievement Other student outcomes School climate Parental involvement Course access</p>	<p>Participation rates for Independent Study students who have not passed the CAHSEE Math and Language Arts will increase. Rate of</p>	<p>Participation rates for Independent Study students who have not passed the CAHSEE Math and Language Arts will increase. Rate of</p>	<p>Participation rates for Independent Study students who have not passed the CAHSEE Math and Language Arts will increase. Rate of</p>

	CAHSEE at least 80% of the opportunities for which they are eligible.				passing will increase.	passing will increase.	passing will increase.
There is a need to improve the number of students who have access to the Arts. Metric: student schedules	Every student At VISA will participate in some aspect of the Arts. Every student will have access to 3 dimensional art integrated into subject matter learning.	All	VISA	Pupil Engagement Pupil Achievement School climate Other Student Outcomes Parental Involvement	Student attendance will increase. Art concepts and vocabulary are infused into Math, Social Studies and Science will result in increased student understanding .	Student attendance will increase. Art concepts and vocabulary are infused into Math, Social Studies and Science will result in increased student understandin g.	Student attendance will increase. Art concepts and vocabulary are infused into Math, Social Studies and Science will result in increased student understandin g.
There is a need to ensure that student athletes maintain academic eligibility. Metric: Biweekly grade checks	85% of high school students will meet CIF and VA eligibility requirements throughout the school year.	All	High school students in Excel Academy	Pupil Engagement Pupil achievement Parent involvement Other student outcomes School Climate	Students' academic performance will improve. Excel will maintain academy identity/mission of creating good students, athletes and people.	Students' academic performance will improve. Excel will maintain academy identity/mission of creating good students, athletes and people.	Students' academic performance will improve. Excel will maintain academy identity/mission of creating good students, athletes and people.

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
				LCAP Year Year 1: 2014-2015	LCAP Year Year 2: 2015-2016	LCAP Year Year 3: 2016-2017
At least one teacher in each focus academy will be trained by the Testing Coordinator by the first day of the 2014-15 school year. Testing at the elementary level will be completed	Basic Services Academic Standards Pupil Achievement Other Student Outcomes Pupil Engagement Parent Involvement	English Language Learners will be through enrollment forms. Trained staff from each site team will conduct CELDT testing with their students. Previously identified EL students will be placed in a data group by the first day of school. As students are identified throughout the school year, their names will be added to this group. Computer based programs will be	LEA	Testing Coordinator: 1 hour X 275 students = \$21,488 Teachers administering tests 2 hours X 275 students = \$40,061 Rosetta Stone: \$12,000 Istation: \$8000	Testing Coordinator: 1 hour X 275 students = \$21,488 Teachers administering tests 2 hours X 275 students = \$40,061 Rosetta Stone: \$12,000 Istation: \$8000	Testing Coordinator: 1 hour X 275 students = \$21,488 Teachers administering tests 2 hours X 275 students = \$40,061 Rosetta Stone: \$12,000 Istation: \$8000

<p>during the first week of the 2014-15 school year. EL students will be placed in a "learning group" in the School-wide Assessment program so that their progress can be monitored.</p>		<p>purchased to enhance English Language Acquisition and to promote fluency. (Rosetta Stone, IStation)</p> <p>Data will be analyzed to assess progress.</p> <p>Students will be reclassified as they gain language proficiency.</p>				
<p>Students will meet</p>	<p>Pupil Engagement</p>	<p>Create data base for learning groups</p>	<p>LEA</p>	<p>EdPerformance: 1200 seats = \$16,800</p>	<p>EdPerformance: 1200 seats = \$16,800</p>	<p>EdPerformance: 1200 seats = \$16,800</p>

<p>target growth goals identified by EdPerformance Assessment tool, except for students on IEP's who will meet their individual goals</p>	<p>Pupil Achievement Implementation of Common Core</p> <p>Other student outcomes</p>	<p>Provide professional development in the use of Edperformance</p> <p>Identify students in the at-risk categories</p> <p>Collaborate in site teams and content areas to develop and implement strategies to support at risk students.</p> <p>Monitor progress of at-risk students.</p> <p>Provide interventions for failing students.</p> <p>Evaluate effectiveness of strategies for at risk students.</p>				

<p>Workshops will be scheduled to familiarize parents with curriculum and to teach strategies that will support their students at home.</p>	<p>Pupil Engagement Pupil Achievement Implementation of Common Core Other student outcomes</p>	<p>Collaborate with site teams to schedule orientations and workshops to support parent understanding and encourage participation.</p> <p>Survey participants for feedback on ways to improve orientations and workshops.</p>	<p>LEA</p>	<p>Teacher time: 20 teachers 3 hours \$4,371</p> <p>Snacks and Refreshments: \$1500</p>	<p>Teacher time: 20 teachers 3 hours \$4,371</p> <p>Snacks and Refreshments: \$1500</p>	<p>Teacher time: 20 teachers 3 hours \$4,371</p> <p>Snacks and Refreshments: \$1500</p>

Improve passing rate on CAHSEE Census to 85% in Math and Language Arts.	Pupil Achievement Pupil Engagement Implementation of State Standards Other student Outcomes Basic Services Course Access	Screen students for CAHSEE readiness Schedule CAHSEE prep "boot camps" to support students at risk of not passing CAHSEE	LEA	CAHSEE Summer School boot camps \$30/hour X 1 teacher X 3 hrs/day X 16 days=\$1,614	CAHSEE Summer School boot camps \$30/hour X 1 teacher X 3 hrs/day X 16 days=\$1,614	CAHSEE Summer School boot camps \$30/hour X 1 teacher X 3 hrs/day X 16 days=\$1,614
90% of graduating students in the BrainworX Academy will have completed a mastery level in their critical thinking portfolios	Pupil Achievement Pupil Achievement Pupil Engagement Implementation of State Standards Course Access	Develop and monitor student portfolios.	LEA	4 teachers X 36 hours \$10,489	4 teachers X 36 hours \$10,489	4 teachers X 36 hours \$10,489

as measured by the BrainworX critical thinking rubric.						
Students will create a portfolio highlighting their progress and achievements.	Pupil Achievement Pupil Engagement Implementation of State Standards Other Student Outcomes Parental Involvement	Collaborate as site teams to design format of student portfolios. Introduce students to portfolios. Monitor student progress on portfolios	LEA	Portfolio materials=\$1000	Portfolio materials=\$1000	Portfolio materials=\$1000
Percentage of students applying for and being accepted into a university will increase by 5%. Percentage of students passing AP tests will increase	Course Access Pupil Achievement Pupil Engagement Other student Outcomes Implementation of State standards Basic Services	Schedule college night for parents and students Counselors and teachers collaborate to monitor student progress through completion of A-G coursework.	LEA	AVID: 3 teachers X 119 days=- \$26,003 Site Coordinator: 30 hours=\$2,185 District Director: 30 hours =\$2,144	AVID: 3 teachers X 119 days=- \$26,003 Site Coordinator: 30 hours=\$2,185 District Director: 30 hours =\$2,144	AVID: 3 teachers X 119 days=- \$26,003 Site Coordinator: 30 hours=\$2,185 District Director: 30 hours =\$2,144

by 5%.						
Students will score a minimum of 1 year's growth within a year on a standardized test (Edperformance, Woodcock Johnson or iStation) or attain or exceed grade level standards, except for students on IEP's, who will meet their individual goals. 80% of students will reach the 50% percentile in reading fluency (based on the Hasbruck-	Pupil Achievement Pupil Engagement Other student outcomes	<p>Complete first round of testing within the first month of school.</p> <p>Complete round of testing mid-year.</p> <p>Complete final round of testing during the last month of school.</p> <p>Conduct regular assessment of fluency rates.</p> <p>Identify and implement effective strategies to support students not meeting goals.</p> <p>Collaborate with grade level partners to share concerns, strategies and results.</p>	LEA	<p>Woodcock Johnson 95 tests = \$1,164.76</p> <p>Woodcock Johnson Testing kit=\$700</p> <p>iStation = \$8,000.00</p> <p>Teacher time 1 hour per week X 36 weeks = - \$12,747</p>	<p>Woodcock Johnson 95 tests = \$1,164.76</p> <p>Woodcock Johnson Testing kit=\$700</p> <p>iStation = \$8,000.00</p> <p>Teacher time 1 hour per week X 36 weeks = - \$12,747</p>	<p>Woodcock Johnson 95 tests = \$1,164.76</p> <p>Woodcock Johnson Testing kit=\$700</p> <p>iStation = \$8,000.00</p> <p>Teacher time 1 hour per week X 36 weeks = - \$12,747</p>

<p>tindal table of oral reading fluency norms) by the end of the school year, except for students on IEP's who will meet their individual goals.</p>						
<p>The percentage of high school students in Modified Daily Attendance Sites completing A-G course requirements will increase by at least 10%.</p>	<p>Course Access Pupil Engagement Pupil Achievement Basic Services Other student outcomes Implementation of State Standards</p>	<p>Schedule college night for parents and students Counselors and teachers collaborate to monitor student progress through completion of A-G coursework. Refine course catalog identifying those courses that have been A-G certified.</p> <p>Provide opportunities for students in all Modified Daily Attendance academies to enroll in A-G courses.</p> <p>Refine course catalog identifying those courses that have</p>	<p>LEA</p>	<p>Testing coordinator time = \$1000</p>	<p>Testing coordinator time = \$1000</p>	<p>Testing coordinator time = \$1000</p>

		<p>been A-G certified.</p> <p>Provide opportunities for students in all Modified Daily Attendance Sites to enroll in A-G courses.</p>				
<p>Improve passing rate for CAHSEE Math and Language Arts by 5% in the High School Independent Study Program</p> <p>All students in the Independent Study Program will take the CAHSEE at least 80% of the opportunities for which they are eligible.</p>	<p>Pupil Engagement Pupil Achievement Other student outcomes School climate Parental involvement Course access</p>	<p>Identify students needing to take the CAHSEE test at initial check-in meeting with Independent Study teacher.</p> <p>Assess Math and Language Arts skills through CAHSEE practice test and/or Odysseyware.</p> <p>Assign appropriate coursework or supplemental assignments to address areas of weakness.</p> <p>Calendar CAHSEE test dates with students.</p> <p>Monitor attendance on CAHSEE test dates.</p>	LEA	<p>CAHSEE Prep Materials Odysseyware =\$15,000</p> <p>Offsite Campus Activities: \$5000</p>	<p>CAHSEE Prep Materials Odysseyware =\$15,000</p> <p>Offsite Campus Activities: \$5000</p>	<p>CAHSEE Prep Materials Odysseyware =\$15,000</p> <p>Offsite Campus Activities: \$5000</p>

<p>Every student At VISA will participate in some aspect of the Arts. Every student have access to 3 dimensional art integrated into subject matter learning.</p>	<p>Pupil Engagement Pupil Achievement School climate Other Student Outcomes Parental Involvement</p>	<p>VISA teachers will collaborate to ensure that all students are enrolled in at least visual or performing arts class.</p>	<p>LEA</p>	<p>Kiln=\$5000 Materials=\$1000</p>	<p>Materials=\$1000</p>	<p>Materials=\$1000</p>
<p>85% of high school students will meet CIF and VA eligibility requirements throughout the school year.</p>	<p>Pupil Engagement Pupil achievement Parent involvement Other student outcomes School Climate</p>	<p>Explain academic eligibility requirements in parent orientation. Monitor students' academic eligibility through bi-weekly grade checks.</p>		<p>Teacher time=\$2600</p>	<p>Teacher time=\$2600</p>	<p>Teacher time=\$2600</p>

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
At least one teacher in each focus academy will be trained by the Testing Coordinator by the first day of the 2014-15 school year. Testing at the elementary level will be completed during the first week of	Basic Services Academic Standards Pupil Achievement Other Student Outcomes Pupil Engagement Parent Involvement	For EL students: Meet with parents of EL students to discuss results of testing with translator as necessary. Create data group for EL students at	LEA	LCAP Year Year 1: 2014-15 1 teacher for 1 hour X 275 students Testing Coordinator X 30 hours Teacher coordinator (Hope) X 150 hours Chromebooks X 275 students = \$104, 500	LCAP Year Year 2: 2015-16 1 teacher X 275 students Testing Coordinator X 30 hours Teacher coordinator (Hope) X 150 hours Replacement/ Increase of Technology Needs=\$30,000	LCAP Year Year 31 teacher X 275 students Testing Coordinator X 30 hours Teacher coordinator (Hope) X 150 hours Replacement/ Increase of Technology Needs=\$30,000 Edperformance X

<p>the 2014-15 school year. EL students will be placed in a "learning group" in the School-wide Assessment program so that their progress can be monitored.</p>		<p>respective grade levels</p> <p>Bilingual cross age support program will be implemented</p>		<p>Edperformance X 200 students = \$2800</p> <p>Woodcock Johnson X 50 students =\$1,164.76</p> <p>Charter School Facilitator X 100 hours (translation) \$7,283</p>	<p>Edperformance X 200 students = \$2800</p> <p>Woodcock Johnson X 50 students =\$1,164.76</p> <p>Charter School Facilitator X 100 hours (translation) \$7,283</p>	<p>200 students = \$2800</p> <p>Woodcock Johnson X 50 students =\$1,164.76</p> <p>Charter School Facilitator X 100 hours (translation) \$7,283: 2016-17</p>
<p>Students will meet target growth goals identified by EdPerformance Assessment tool.</p>	<p>Pupil Engagement Pupil Achievement Implementation of Common Core</p> <p>Other student outcomes</p>	<p>For EL students:</p> <p>Progress of EL students in disaggregated data base will be monitored</p>	<p>LEA</p>	<p>Testing coordinator X 15 hours (3 x yr) \$3,277</p>		

Workshops will be scheduled to familiarize parents with curriculum and to teach strategies that will support their students at home.	Pupil Engagement Pupil Achievement Implementation of Common Core Other student outcomes	For EL students: Bilingual staff will be provided as needed for orientations and workshops.	LEA	Charter School Facilitator X 10 hours = \$728	Charter School Facilitator X 10 hours = \$728	Charter School Facilitator X 10 hours = \$728
Census to 85% in Math and Language Arts.	Pupil Achievement Pupil Engagement Implementation of State Standards Other	For all sub-groups: Information about scheduled dates and times for testing and boot camps will be sent home in English and Spanish. Data will be	LEA	Charter School Administrator time=\$364 Testing coordinator time=\$300	Charter School Administrator time=\$364 Testing coordinator time=\$300	Charter School Administrator time=\$364 Testing coordinator time=\$300

	student Outcomes Basic Services Course Access	disaggregated by target groups to monitor progress toward goal.				
90% of graduating students in the BrainworX Academy will have completed a mastery level in their critical thinking portfolios as measured by the BrainworX critical	Achievement Pupil Engagement Implementation of State Standards Course Access	For all sub-groups: Teachers in each of the core subjects will monitor progress of students' critical thinking skills through analysis of rubric scores. Teachers will address any emerging achievement gap among target populations.	LEA	4 teachers X 36 hours \$10,489	4 teachers X 36 hours \$10,489	4 teachers X 36 hours \$10,489

thinking rubric.						
Students will create a portfolio highlighting their progress and achievements.	Pupil Achievement Pupil Engagement Implementation of State Standards Other Student Outcomes Parental Involvement	For EL students: Critical information about development of portfolios will be provided in English and Spanish. EL students will be encouraged to present their portfolios in English and their first language. Students who are reclassified will be encouraged to include a record of that accomplishment in their portfolios.	LEA	Portfolio Materials: \$1000	Portfolio Materials: \$1000	Portfolio Materials: \$1000
Percentage of students applying for and being accepted into a university will increase by 5%. Percentage of students passing AP tests will increase by 5%.	Course Access Pupil Achievement Course Access Pupil Achievement Pupil Engagement Other student	For all subgroups: Date will be collected on numbers of students from target populations applying and being accepted into college. Information at informational college orientations will be translated into Spanish. Bi-lingual staff will be	LEA	Charter School Facilitator X 10 hours = \$728 Printed Materials = \$1000	Charter School Facilitator X 10 hours = \$728 Printed Materials = \$1000	Charter School Facilitator X 10 hours = \$728 Printed Materials = \$1000

	Outcomes Implementation of State standards Basic Services	available to address questions.				
Students will score a minimum of 1 year's growth within a year on a standardized test (Performance, Woodcock Johnson or station) or attain or exceed grade level standards, with exception of students on IEPs or 504s, who will meet their individual goals. 80% of students will reach the 50%	Pupil Achievement Pupil Engagement Other student outcomes	For all subgroups: Scores from target populations will be disaggregated and monitored for achievement gaps. Concerns with students not on track to make target gains will be addressed in SSTs with bilingual support as needed.	LEA	Woodcock Johnson X 50 students =\$1,164.76	Woodcock Johnson X 50 students =\$1,164.76	Woodcock Johnson X 50 students =\$1,164.76

<p>percentile in reading fluency (based on the Hasbruck-tindal table of oral reading fluency norms) by the end of the school year, with the exception of students on IEPs or 504 plans, who will meet their individual goals.</p>						
<p>The percentage of high school students in Modified Daily Attendance Sites completing A-G course requirements will increase by at least 10%.</p>	<p>Course Access Pupil Engagement Pupil Achievement Basic Services Other student outcomes Implementation of State Standards</p>	<p>For all subgroups: Enrollment data in A-G courses will be monitored to track target population. For EL: Course descriptions/catalog will be available in English and Spanish. Bilingual staff will be provided as needed</p>	<p>LEA</p>	<p>Information Translated: Charter School Facilitator: 40 hours \$2,914 Printed translated materials: \$500 Charter School Facilitator X 10 hours = \$728</p>	<p>Information Translated: Charter School Facilitator: 40 hours \$2,914 Printed translated materials: \$500 Charter School Facilitator X 10 hours = \$728</p>	<p>Information Translated: Charter School Facilitator: 40 hours \$2,914 Printed translated materials: \$500 Charter School Facilitator X 10 hours = \$728</p>

		for orientations and workshops.				
<p>Improve passing rate for CAHSEE Math and Language Arts for students in by 5%.</p> <p>All students in the Independent Study Program will take the CAHSEE at least 80% of the opportunities for which they are eligible.</p>	<p>Pupil Engagement</p> <p>Pupil Achievement</p> <p>Other student outcomes</p> <p>School climate</p> <p>Parental involvement</p> <p>Course access</p>	<p>For EL:</p> <p>Information about scheduled dates and times for testing and boot camps will be sent home in English and Spanish.</p> <p>Data will be disaggregated by target groups to monitor progress toward goal.</p> <p>For Low Income:</p> <p>Provide bus passes for students who lack transportation on CAHSEE testing days.</p>	LEA	<p>Charter School Facilitator X 2 hours = \$144</p> <p>Bus passes: \$250</p>	<p>Facilitator X 2 hours = \$144</p> <p>Bus passes: \$250</p>	<p>Facilitator X 2 hours = \$144</p> <p>Bus passes: \$250</p>
<p>Every student At VISA will participate in some aspect of the Arts. Every</p>	<p>Pupil Engagement</p> <p>Pupil Achievement</p> <p>School climate</p>	<p>For all subgroups:</p> <p>Increase in use of academic vocabulary reinforced through art and performance.</p>	LEA	<p>Kiln=\$5000</p> <p>Materials=\$1000</p>	<p>Kiln=\$5000</p> <p>Materials=\$1000</p>	<p>Kiln=\$5000</p> <p>Materials=\$1000</p>

student will have access to 3 dimensional art integrated into subject matter learning.	Other Student Outcomes Parental Involvement					
85% of high school students will meet CIF and VA eligibility requirements throughout the school year.	Pupil Engagement Pupil achievement Parent involvement Other student outcomes School Climate	For EL: Materials explaining standards for academic eligibility provided in English and Spanish				

C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district wide, school wide, 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.)

The Supplemental and Concentration amount is estimated to be \$382,248. Our charter is over 55% unduplicated, which makes it a Charter-wide charter. We plan to use the funds to: improve and increase Language Arts and Math skills as measured by our schoolwide assessment program, improve and increase CAHSEE participation and passing rates, improve CELDT testing process, improve and increase numbers of students applying for and being accepted into universities, increase number of students completing A-G course requirements, ensure that students in specific academies meet site specific critical thinking goals and/or create student portfolios.

A.

- B. 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. The charter's MPP is estimated to be 3.28%. We plan to improve or increase services by doing the following: offer orientations and workshops for parents of EL students, develop bilingual cross age support program for EL students, disaggregate data from schoolwide assessment programs, student information system, and the CDE to monitor for and address achievement gaps in target populations.

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.