

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

Introduction: LEA: New Designs Charter School-Watts (“New Designs”)

Contact: Yaw Adutwum, Chief Executive Officer (CEO), Yaw.Adutwum@newdesignscharter.net, (213) 765-0139

LCAP Year: 2014-15

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
<p>New Designs used various modes of communications to engage with our community of stakeholders. The organization’s effort started in September last year with a number of stakeholders. Meetings were also supplemented by ongoing dialogues with parents, teachers, and students.</p> <p>Mr. Halilu Haruna of Bali Business Management trained the Board of Directors of New Designs Educational Group in the Local Control</p>	<p>The purpose of this training was to introduce the school board to</p>

Involvement Process	Impact on LCAP
<p>Funding Formula (LCFF) and its requirements, including the need to approve a Local Control Accountability Plan (LCAP).</p> <p>New Designs held professional development training for the following stakeholder groups: teachers, intervention specialist, instructional aides, office manager and administrator. More in-depth discussion and analysis of LCFF and school data focused on student performance outcomes. The school site council and administrative leadership solicited input on increasing or improving services for all students, especially for English learners, low income, and ethnicity subgroups</p> <p>New Designs' Board of Governance discussed the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP) at the monthly school board meeting.</p> <p>Parent meeting was held to discuss the Local Control Funding Formula (LCFF), the Local Control and Accountability Plan (LCAP) and the transition to the Common Core State Standards.</p> <p>Stakeholder Engagement: Development, review, and implementation support. Many meetings were held during the academic year involving all stakeholders</p> <p>New Designs' School Site Council met two times during the 2013-14 school year.</p> <ul style="list-style-type: none"> • Meeting 1 – The purpose of the first meeting was to have a general overview of LCFF and LCAP, including discussing the eight state priorities. Members of the school site council shared the NDCs' story, vision and mission. They also had a general discussion and reviewed the school data to gain a better understanding of where the school stands and what needs to be done to improve the situation. • Meeting 2 – At this meeting stakeholders reviewed 	<p>the new Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP) including the state's eight priorities.</p> <p>The school board members, administrator, Chief Financial Officer (CFO) and parents discussed the state's 8 priorities and discussed establishing appropriate goals to meet the unique needs of our school and all its stakeholders.</p> <p>Numerous LCAP meetings were held with other stakeholders to ensure that all stakeholders are fairly represented. The numerous meetings allowed the school for multiple voices and perspective to be considered</p> <p>During this meeting, the eight state priorities were presented and parent priorities were identified.</p> <p>Stakeholder input provided the LEA with several identified areas of focus to promote student success: academic achievement, school climate/discipline, and early intervention.</p> <p>The following student priorities were described by stakeholders and have been incorporated into our plan:</p> <ul style="list-style-type: none"> • Academic Achievement • Common core alignment • Positive behavior intervention/Social skills • Effective parent concern process • Reduction of truancy rates <p>During the 2013-2014 school year school leaders met with various stakeholders including:</p> <ul style="list-style-type: none"> • School Site Council • New Teachers Academy • Monday Morning Faculty Meeting • Coffee with Principal – Parents • Administrators Meeting

Involvement Process	Impact on LCAP
<p>and reflected on the proceedings of earlier meetings. Members had more in-depth discussion and analysis of LCFF and school data, focused on student academic performance outcomes.</p> <ul style="list-style-type: none"> • The Technology of Participation (ToP) methods were used to generate ownership, create clear goals, open lines of communication, broaden perspectives, and inspire people to adapt to their changing environment. • These methods have the rare ability to honor the diversity and integrate the contributions of all involved; ensure high levels of participation to the decision making process, and generate the spirit of commitment that undergirds effective implementation. 	<ul style="list-style-type: none"> • School Leadership Meeting • Common Institute – Math & English

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?

New Designs' Related State and Local Priorities:

- 1 – Basic Services: The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))
- 2 – Implementation of CCSS: Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency
- 3- Parent Involvement: Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation
- 4 – Pupil Achievement: As measured by all of the following, as applicable:
- A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
 - B. The Academic Performance Index (API)
 - C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements
 - D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
 - E. EL reclassification rate
 - F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
 - G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness
- 5 -Pupil Engagement: As measured by all of the following, as applicable:
- F. School attendance rates
 - G. Chronic absenteeism rates
 - H. Middle school dropout rates (EC §52052.1(a)(3))
 - I. High school dropout rates
 - J. High school graduation rates
- 6 – School Climate: As measured by all of the following, as applicable:
- A. Pupil suspension rates
 - B. Pupil expulsion rates
 - C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness
- 7 – Course Access: The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.
- “Broad course of study” includes the following, as applicable (Grades 7-12): English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))
- 8 – Other Student Outcomes: If available, in the subject areas described above in #7, as applicable.

New Designs' School Goals (All School):

- 1) Increase in student achievement in ELA & Math proficiency scores.
- 2) Improve High School CAHSEE performance in mathematics and ELA.

- 3) Increase Teacher mastery of Common Core standards for improved delivery of the new curriculum and standards.
- 4) Increase graduation rate for all student subgroups.
- 5) Increase the number and improve the performance of students participating in the college preparatory programs.
- 6) Create an environment that is safe, drug free, and conducive for learning. This includes providing positive behavior reinforcement and intervention strategies, increased parent involvement, and improved attendance rates.
- 7) Enforce a defined discipline process to support healthy student development; Families will be more engaged in student environment.
- 8) Decrease disruption of educational program by increasing student participation through the reduction of tardies and absences.
- 9) Encourage all parents to increase their involvement in the educational activities and programs of their students.
- 10) Ensure all graduating high school students successfully complete courses that satisfy UC/CSU entrance requirements or career technical education.
- 11) Increase the number of AP courses offered and increase the number of students taking AP classes; improve the performance of students taking AP classes.
- 12) Reduce the number of students dropping out and increase the number of students staying in school at middle school level.
- 13) Decrease the number of suspensions for all students.
- 14) Maintain the expulsion rate at zero percent.
- 15) Maintain a safe and secure environment at the school.
- 16) Maintain school facilities in good repair.
- 17) Increase the number of students attending 98% or higher of their allocated school days.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Increase student achievement and performance Metric: Formative and Summative assessments:	1) All students will improve their ELA and Math interventions and access to	All	All		Meet or exceed API growth targets as applicable. Expect a	Meet or exceed API growth targets as applicable. Expect a	Meet or exceed API growth targets as applicable. Expect a	1 – Basic Services 2 – Implementation of CCSS 4 – Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>API (as applicable), CAASPP, CELDT, EL Reclassification, local reading assessments for fluency, local benchmark assessments</p> <p>Need: Highly qualified teachers Metric: Certification that all teachers are credentialed based on CTCC</p> <p>Need: Common Core Standards aligned</p>	Common Core State Standards and instructional best practices.			<p>proficiency rate of 50% in both English and Math, in applicable state assessments.</p> <p>EL Reclassification rate of 15%</p> <p>Students show 20% growth over each benchmark administered on a bi-monthly basis.</p> <p>Maintain 100% Highly qualified teachers with no misassignments</p> <p>Continue to maintain training for all full time</p> <p>Students will</p>	<p>proficiency rate of 55% in both English and Math, in applicable state assessments.</p> <p>EL Reclassification rate of 20%</p> <p>Students show 20% growth over each benchmark administered on a bi-monthly basis.</p> <p>Maintain 100% Highly qualified teachers with no misassignments</p> <p>Continue to maintain training for all full time</p> <p>Students will</p>	<p>proficiency rate of 60% in both English and Math, in applicable state assessments.</p> <p>EL Reclassification rate of 25%</p> <p>Students show 20% growth over each benchmark administered on a bi-monthly basis.</p> <p>Maintain 100% Highly qualified teachers with no misassignments</p> <p>Continue to maintain training for all full time faculty</p> <p>Students will</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>instructional materials</p> <p>Metric: unit/lesson plans, documentation of classroom walk-throughs, agendas for staff development showing CCSS-related PDs.</p> <p>Need: Improve EL Instruction</p> <p>Metric: EL Reclassification rate (CELDT Scores, Student English grades, State assessment)</p>		EL		<p>receive instruction in CCSS, as evidenced by: unit/lesson plans developed by teachers, documentation of classroom walk-throughs, agendas for staff development showing CCSS-related PDs.</p> <p>EL Reclassification rate of 15%</p>	<p>receive instruction in CCSS, as evidenced by: unit/lesson plans developed by teachers, documentation of classroom walk-throughs, agendas for staff development showing CCSS-related PDs.</p> <p>EL Reclassification rate of 20%</p>	<p>receive instruction in CCSS, as evidenced by: unit/lesson plans developed by teachers, documentation of classroom walk-throughs, agendas for staff development showing CCSS-related PDs.</p> <p>EL Reclassification rate of 25%</p>		
<p>Need: Increase positive behavior supports to ensure a safe and healthy learning environment</p>	3) All students will be educated in learning	All	All		Decrease total number of days absent by 3.	Decrease total number of days absent by 4.	Decrease total number of days absent by 5.	<p>1 – Basic Services</p> <p>3- Parent Involvement</p> <p>4 – Pupil</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>where students want to come to school and learn.</p> <p>Metric: Monthly discipline logs, parent and student Surveys, suspension and expulsion rates, attendance rates, parent exit surveys</p>	<p>environments that are safe, drug free, and conducive of learning. This includes providing positive behavior intervention strategies, increased parent involvement, and improved attendance rates.</p>				<p>Decrease discipline incident report rate by 5%</p> <p>Decrease chronic absenteeism by 2%</p> <p>Maintain low suspension rate</p> <p>Maintain parent participation through conferencing, surveys, and intake procedures</p>	<p>Decrease discipline incident report rate by additional 5%</p> <p>Decrease chronic absenteeism by 2%</p> <p>Maintain low suspension rate</p> <p>Maintain parent participation through conferencing, surveys, and intake procedures</p>	<p>Decrease discipline incident report rate by additional 5%</p> <p>Decrease chronic absenteeism by 2%</p> <p>Maintain low suspension rate</p> <p>Maintain parent participation through conferencing, surveys, and intake procedures</p>	<p>Achievement 5 -Pupil Engagement 6 – School Climate 7 – Course Access 8 – Other Student Outcomes</p>
<p>Need: students need more clearly identified discipline procedure for specific incidents when there are ongoing challenges such as harassment or bullying</p> <p>Metric: parent concerns, incident reports, discipline committee logs, yellow slips and office referrals</p>	<p>4) Students moving through a defined discipline process will experience increased boundaries that will support their</p>	All	All		<p>NEW DESIGNS will align policies and procedures to provide the infrastructure necessary to measure these metrics, and baseline data on these metrics.</p>	<p>10% decrease in the recidivism rate of discipline log contact</p> <p>maintain 0% expulsion rate</p>	<p>10% decrease in the recidivism rate of discipline log contact</p> <p>maintain 0% expulsion rate and less than 1% suspension rate</p>	<p>4 – Pupil Achievement 5 – Pupil Engagement 6 – Expelled Students</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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	healthy development. Families will be more engaged in student environment.							
Need: Increase student attendance rate to improve learning Metric: attendance period reporting by grade level	5) Decreased disruption of educational program by increasing student participation through reducing tardies and absences	All	All		Expect student daily attendance rate to increase from 97% to 97.5%.	Expect student daily attendance rate to increase from 97.5% to 98%.	Expect student daily attendance rate to remain at 98%.	4- Pupil Achievement 5 -Pupil Engagement 6 - School Climate 7- Foster Youth Services
Need: increased parental involvement and input for student success Metric: percentage measure of parental attendance at school meetings, at parent/teacher conferences, at back to school nights and other	Encourage all parents to increase their involvement in the educational activities and programs of their students	All parents	All parents		Increase involvement by 10% from previous year	Increase involvement by 8% from previous year	Increase involvement by 5% from previous year	3- parental involvement – efforts to seek parent input

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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school activities. Number of parents in school committees, School Experience Survey								
Need: Teacher training on Common Core curriculum Metric: number of professional development sessions on Common Core, unit lesson plans aligned to common core, agendas for staff development showing Common Core related professional development,	Increase teacher mastery of Common Core standards for improved delivery of the new curriculum and standards	All	All		100% compliant	100% compliant	100% compliant	2 - Implement Common Core State Standards
Need: Improve student performance on CAHSEE in mathematics and in English Language Arts Metric: CAHSEE, benchmark tests, subject matter tests aligned to CAHSEE,	High school students will improve their CAHSEE performance in mathematics and ELA through intervention	All High School students	All High School students		Increase proficiency in CAHSEE to 95%for math and 85% for ELA	Increase proficiency in CAHSEE to 96%for math and 90% for ELA	Increase proficiency in CAHSEE to 97%for math and 92% for ELA	4- Pupil achievement – statewide assessments
Need: Maintain 100% "a-g" high school graduation rate Metric: "A-G" courses on offer, Academic counselling	Ensure all graduating high school students successfully	All High School students	All High School students		Maintain 100% graduation satisfying "a-g" requirements	Maintain 100% graduation satisfying "a-g" requirements	Maintain 100% graduation satisfying "a-g" requirements	4- Pupil achievement - students satisfying UC/CSU entrance requirements or

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checks,	complete courses that satisfy UC/CSU entrance requirements or career technical education.							career technical education
Need: Expand and improve AP access and improve student performance in subject areas Metric: AP exams, AP mock exams, local benchmark tests	Increase the number of AP courses offered and increase the number of students taking AP classes. Improve the performance of students taking AP classes	All High School students	All High School students		Improve rate of students passing with score 3 or higher to 50%	Improve rate of students passing with score 3 or higher to 60%	Improve rate of students passing with score 3 or higher to 65%	4- Pupil achievement - students passing AP with score 3 or higher
Need: Expand percentage of students who participate in and demonstrate college preparedness pursuant to the Early Assessment Program Metric: EAP exams,	Increase the number and improve the performance of students participating in the college preparatory	High School students	High School students		Maintain 100% AEP participation and ensure 50% score "Adequate or higher"	Maintain 100% AEP participation and ensure 55% score "Adequate or higher"	Maintain 100% AEP participation and ensure 60% score "Adequate or higher"	4- Pupil achievement - student college preparedness

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
benchmark tests, Academic counselling checks	program							
Need: Reduce chronic absenteeism Metric: attendance rate	Increase the number of students attending 98% or higher of their allocated school days	All	All		Increase attendance to 97.5%	Increase attendance to 98%	Maintain attendance at 98%	5- Pupil engagement - Chronic absenteeism
Need: Reduce middle school dropout rates Metric: Eighth grade culmination numbers, 6 th , 7 th & 8 th grade attendance rosters	Reduce the number of students dropping out and increase the number of students staying in school at middle school level	Middle School students	Middle School students		Reduce dropout rate by less than 5%	Reduce dropout rate by less than 5%	Reduce dropout rate by less than 5%	5- Pupil engagement - Middle school dropout rates
Need: Improve high school graduation rates Metric: "A-G" completion, AP achievement, Progress monitoring checks, Satisfaction of school graduation requirements.	Increase graduation rate for all student groups	All high school students	All high school students		Improve graduation rate by 3% to a steady rate of 95%	Improve graduation rate by 3% to a steady rate of 95%	Improve graduation rate by 3% to a steady rate of 95%	5- Pupil engagement - High school graduation

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Reduce school-wide suspension rates Metric: Out of classroom referrals, students suspended	Decrease the number of suspensions for all students	All students	All students		Reduce suspension rates from 4.6% to 4%	Reduce suspension rates from 4% to 3.5%	Reduce suspension rates from 3.5% to 3%	6- school climate – suspension rates
Need: Maintain number of expulsions at zero. Metric: students expelled	Maintain the expulsion rate at zero percent	All	All		Maintain expulsion at 0%	Maintain expulsion at 0%	Maintain expulsion at 0%	6- school climate – pupil expulsion rates
Need: Improve sense of safety and security throughout the school campus Metric: School survey, Connectedness survey, Security incident logs	Maintain a safe and secure environment at the school	All	All		Maintain safe campus	Maintain safe campus	Maintain safe campus	6- school climate – other local measures, sense of safety
Need: Provide and maintain basic services for students and schools Metric: SARC report, facilities that safe, clean and good repair, compliance with all building and safety requirements	Maintain school facilities in good repair	All	All		Maintain safe campus and facilities that are 99% in good repair	Maintain safe campus and facilities that are 99% in good repair	Maintain safe campus and facilities that are 99% in good repair	1- School facilities

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1) Increase in student achievement in ELA & Math proficiency scores	1 – Basic Services 2 – Implementation of CCSS 4 – Pupil Achievement – state-wide assessment	Provide Saturday school tutoring support Provide targeted instruction for struggling and at risk students Provide teacher collaboration time to implement joint approaches and remediation Provide multiple means to access curriculum (computer programs and other learning platforms) Implement new standards based instructional material in Math, ELA/Literacy (CCCS) and NGSS	School-wide		Allocation: \$50K Action: Provide tutors for Saturday school. Provide PD and release time for planning, networking and collaboration. Acquisition of basic and support instructional materials aligned to CCCS (computers, instructional platforms, textbooks). Source: LCFF	Allocation: \$50K Action: Provide tutors for Saturday school Provide PD and release time for planning, networking and collaboration. Acquisition of basic and support instructional materials aligned to CCCS (computers, instructional platforms, textbooks). Source: LCFF	Allocation: \$50K Action: Provide tutors for Saturday school Provide PD and release time for planning, networking and collaboration. Acquisition of basic and support instructional materials aligned to CCCS (computers, instructional platforms, textbooks). Source: LCFF

<p>2)Improve High School CAHSEE performance in mathematics and ELA</p>	<p>4 – Pupil achievement – statewide testing</p>	<p>Provide tutoring and specialized classes to reinforce concepts and practices</p> <p>Administer periodic benchmarks to measure and mark progress</p>			<p>Allocation: \$ \$10K</p> <p>Action: Track and monitor student performance</p> <p>Provide time for teacher data analysis and collaboration on re-teaching weak areas for targeted groups</p> <p>Provide specialized before and after school tutoring to at risk students</p> <p>Provide tutoring personnel</p> <p>Host parent meetings to facilitate student/teacher and parent academic collaboration</p> <p>Source: LCFF</p>	<p>Allocation: \$ \$15K</p> <p>Action: Track and monitor student performance</p> <p>Provide time for teacher data analysis and collaboration on re-teaching weak areas for targeted groups</p> <p>Provide specialized before and after school tutoring to at risk students</p> <p>Provide tutoring personnel</p> <p>Host parent meetings to facilitate student/teacher and parent academic collaboration</p> <p>Source: LCFF</p>	<p>Allocation: \$ \$15K</p> <p>Action: Track and monitor student performance</p> <p>Provide time for teacher data analysis and collaboration on re-teaching weak areas for targeted groups</p> <p>Provide specialized before and after school tutoring to at risk students</p> <p>Provide tutoring personnel</p> <p>Host parent meetings to facilitate student/teacher and parent academic collaboration</p> <p>Source: LCFF</p>
<p>3)Increase teacher mastery of Common Core standards for improved delivery of the new curriculum</p>	<p>2- Implement common core</p> <p>5- Pupil engagement - High school graduation</p>	<p>Provide professional development, coaching, mentoring and other trainings for teachers in Common Core</p>	<p>School-wide</p>		<p>Allocation: \$ \$20K</p> <p>Action: Train all teachers in implementing CCCS</p> <p>Provide outside trainings in CCCS</p>	<p>Allocation: \$ \$22K</p> <p>Action: Train all teachers in implementing CCCS</p> <p>Provide outside trainings in CCCS</p>	<p>Allocation: \$ \$22K</p> <p>Action: Train all teachers in implementing CCCS</p> <p>Provide outside trainings in CCCS</p>

<p>and standards</p>		<p>Provide supports for implementation of Common Core Standards in ELA/Literacy, Math and Next Generation Science Standards</p>			<p>to teachers</p> <p>Acquisition of instructional materials aligned to CCCS</p> <p>Provide PD and release time for departmental planning and networking and mentoring/</p> <p>Source: LCFF</p>	<p>to teachers</p> <p>Acquisition of instructional materials aligned to CCCS</p> <p>Provide PD and release time for departmental planning and networking and mentoring/</p> <p>Source: LCFF</p>	<p>to teachers</p> <p>Acquisition of instructional materials aligned to CCCS</p> <p>Provide PD and release time for departmental planning and networking and mentoring/</p> <p>Source: LCFF</p>
<p>4) Increase graduation rate for all student groups</p>	<p>4-Pupil achievement 8- other outcomes</p>	<p>Provide tutoring in core subjects,</p> <p>Provide extended learning opportunities to cement core concepts and provide general subject matter help</p>	<p>School-wide</p>		<p>Allocation: \$20K Action:</p> <p>Provide specialized before and after school tutoring to at risk students</p> <p>Provide academic counseling</p> <p>Host parent meetings to facilitate student/teacher and parent academic collaboration</p> <p>Track and monitor student performance</p>	<p>Allocation: \$30K Action:</p> <p>Provide specialized before and after school tutoring to at risk students</p> <p>Provide academic counseling</p> <p>Host parent meetings to facilitate student/teacher and parent academic collaboration</p> <p>Track and monitor student performance</p>	<p>Allocation: \$22K Action:</p> <p>Provide specialized before and after school tutoring to at risk students</p> <p>Provide academic counseling</p> <p>Host parent meetings to facilitate student/teacher and parent academic collaboration</p> <p>Track and monitor student performance</p>

<p>5) Enhance the college preparatory program</p>	<p>4- pupil achievement 5 - high school graduation</p>	<p>Provide tutoring in core subjects, Provide extended learning opportunities to cement core concepts and provide general subject matter help Administer benchmarks to measure and mark progress Provide more AP classes</p>	<p>School-wide</p>		<p>Allocation: \$ Action: \$15K Provide additional AP classes Provide academic counseling Track and monitor student participation and performance Provide extended learning opportunities to students Improve communication with parents for support in the program Provide teachers time to review student data and map strategies as teams Source: LCFF</p>	<p>Allocation: \$ Action: \$22K Provide additional AP classes Provide academic counseling Track and monitor student participation and performance Provide extended learning opportunities to students Improve communication with parents for support in the program Provide teachers time to review student data and map strategies Source: LCFF</p>	<p>Allocation: \$ Action: \$17K Provide additional AP classes Provide academic counseling Track and monitor student participation and performance Provide extended learning opportunities to students Improve communication with parents for support in the program Provide teachers time to review student data and map strategies Source: LCFF</p>
<p>6) All students will be educated to learn in environments that are safe, drug free, and conducive for</p>	<p>1 basic services, 3- parental involvement, 4, pupil achievement 7 - course access</p>	<p>Improve and maintain school facilities, Provide convenient avenues for parental</p>	<p>School-wide</p>		<p>Allocation: \$ \$15K Action: Revise and implement streamlined safety protocols</p>	<p>Allocation: \$ \$20K Action: Revise and implement streamlined safety protocols</p>	<p>Allocation: \$ \$17K Action: Revise and implement streamlined safety protocols</p>

<p>learning. This includes providing positive behavior intervention strategies, increased parent involvement, and improved attendance rates.</p>		<p>involvement</p> <p>Specialized Behavioral training for teachers and other staff dealing with students</p> <p>Target student improved attendance and pro-social behaviors</p>			<p>Provide school wide discipline intervention programs</p> <p>Provide Functional Behavior Analysis to at risk students</p> <p>Improve and increase communication with parents</p> <p>Source: LCFF</p>	<p>Provide school wide discipline intervention programs</p> <p>Provide Functional Behavior Analysis to at risk students</p> <p>Improve and increase communication with parents</p> <p>Source: LCFF</p>	<p>Provide school wide discipline intervention programs</p> <p>Provide Functional Behavior Analysis to at risk students</p> <p>Improve and increase communication with parents</p> <p>Source: LCFF</p>
<p>7) Students moving through a defined discipline process will experience increased boundaries that will support their healthy development. Families will be more engaged in student environment</p>	<p>4- Pupil achievement 5- pupil engagement 6 – school climate</p>	<p>Support student academic and social goals through student success teams</p> <p>Provide before and after school tutoring</p> <p>Conduct Functional Behavior Analysis (FBA) to help students who need academic and behavioral help</p> <p>Institute behavior support system for at risk students</p> <p>Target student improved attendance and pro-social</p>	<p>School-wide</p>		<p>Allocation: \$ \$15K</p> <p>Action: Revise and implement streamlined safety protocols</p> <p>Provide school wide discipline intervention programs</p> <p>Provide Functional Behavior Analysis to at risk students</p> <p>Improve and increase communication with parents</p> <p>Source: LCFF</p>	<p>Allocation: \$ \$20K</p> <p>Action: Revise and implement streamlined safety protocols</p> <p>Provide school wide discipline intervention programs</p> <p>Provide Functional Behavior Analysis to at risk students</p> <p>Improve and increase communication with parents</p> <p>Source: LCFF</p>	<p>Allocation: \$ \$15K</p> <p>Action: Revise and implement streamlined safety protocols</p> <p>Provide school wide discipline intervention programs</p> <p>Provide Functional Behavior Analysis to at risk students</p> <p>Improve and increase communication with parents</p> <p>Source: LCFF</p>

		behaviors					
8) Decreased disruption of educational program by increasing student participation through reducing tardies and absences	6 school climate 4 Pupil achievement - Pupil engagement	Attendance improvement programs Campus improvement programs Target student improved attendance	School-wide		Allocation: \$12K Action: Provide school wide discipline intervention programs Improve and increase communication with parents including home visits Source: LCFF	Allocation: \$15K Action: Provide school wide discipline intervention programs Improve and increase communication with parents including home visits Source: LCFF	Allocation: \$10K Action: Provide school wide discipline intervention programs Improve and increase communication with parents including home visits Source: LCFF
9) Encourage all parents to increase their involvement in the educational activities and programs of their students	3-parental involvement	Actively recruit parents to participate in school level committees Make home to school communication a priority (constant search for most effective and efficient way to communicate with parents)	School-wide		Allocation: \$10K Action: Increase and improve communication and engagement with parents. Create and distribute parent newsletter and conduct workshops for parents Source: LCFF	Allocation: \$15K Action: Increase and improve communication and engagement with parents Create and distribute parent newsletter and conduct workshops for parents Source: LCFF	Allocation: \$10K Action: Increase and improve communication and engagement with parents Create and distribute parent newsletter and conduct workshops for parents Source: LCFF

<p>10) Ensure all graduating high school students successfully complete courses that satisfy UC/CSU entrance requirements and career technical education.</p>	<p>4- pupil achievement</p>	<p>Graduation checks Provide academic counselling</p>	<p>School-wide</p>		<p>Allocation: \$ \$10K Action: Provide academic counseling and progress checks Provide tutoring to struggling students Provide more career relevant field trips Source: LCFF</p>	<p>Allocation: \$ \$15K Action: Provide academic counseling and progress checks Provide tutoring to struggling students Provide more career relevant field trips Source: LCFF</p>	<p>Allocation: \$ \$10K Action: Provide academic counseling and progress checks Provide tutoring to struggling students Provide more career relevant field trips Source: LCFF</p>
<p>11) Increase the number of AP courses offered and increase the number of students taking AP classes. Improve the performance of students taking AP classes</p>	<p>4- pupil achievement 8 – other outcomes</p>	<p>Implement tracking system to recruit additional students into AP classes Implement PSAT for all 10th Graders to help determine potential for AP</p>	<p>School-wide</p>		<p>Allocation: \$ \$10K Action: Review and recommend AP level classes in all applicable subjects Refine instructional models to levels suited for AP level classes Provide tutoring to struggling students Track and monitor students to improve participation and</p>	<p>Allocation: \$ \$15K Action: Review and recommend AP level classes in all applicable subjects Refine instructional models to levels suited for AP level classes Provide tutoring to struggling students Track and monitor students to improve participation and</p>	<p>Allocation: \$ \$10K Action: Review and recommend AP level classes in all applicable subjects Refine instructional models to levels suited for AP level classes Provide tutoring to struggling students Track and monitor students to improve participation and</p>

					program outcomes Source: LCFF	program outcomes Source: LCFF	program outcomes Source: LCFF
12) Reduce the number of students dropping out and increase the number of students staying in school at middle school level	5- Pupil engagement 6- school climate 7- broad course of study	Monitor and target students who are at risk Provide targeted intervention program for all students not working at grade level Continue to provide a broad course in study in electives and arts	School-wide		Allocation: \$12K Action: Search and find students likely to drop out Provide career and academic counseling Track performance of students Improve and increase communication with parents Source: LCFF	Allocation: \$20K Action: Search and find students likely to drop out Provide career and academic counseling Track performance of students Improve and increase communication with parents Source: LCFF	Allocation: \$12K Action: Search and find students likely to drop out Provide career and academic counseling Track performance of students Improve and increase communication with parents Source: LCFF
13) Decrease the number of suspensions for all students	6- school climate	Implement discipline plan and pre-emptive measures Implement safe schools plan for students Provide academic and behavior plans for at risk students	School-wide		Allocation: \$14K Action: Provide school wide discipline intervention programs Provide Functional Behavior Analysis to at risk students Improve and	Allocation: \$23K Action: Provide school wide discipline intervention programs Provide Functional Behavior Analysis to at risk students Improve and	Allocation: \$15K Action: Provide school wide discipline intervention programs Provide Functional Behavior Analysis to at risk students Improve and

					increase communication with parents Source: LCFF	increase communication with parents Source: LCFF	increase communication with parents Source: LCFF
14) Maintain the expulsion rate at zero percent	6- school climate	Implement discipline plan and pre-emptive measures Implement safe schools plan for students Provide academic and behavior plans for at risk students	School-wide		Allocation: \$15K Action: Provide school wide discipline intervention programs Provide Functional Behavior Analysis to at risk students Improve and increase communication with parents Source: LCFF	Allocation: \$23K Action: Provide school wide discipline intervention programs Provide Functional Behavior Analysis to at risk students Improve and increase communication with parents Source: LCFF	Allocation: \$15K Action: Provide school wide discipline intervention programs Provide Functional Behavior Analysis to at risk students Improve and increase communication with parents Source: LCFF
15) Maintain a safe and secure environment at the school	6- school climate 1- school facilities	Continue to foster and maintain a safe, healthy and clean environment for learning Implement safety priorities as required by compliance standards	School-wide		Allocation: \$10K Action: Prepare a maintenance schedule and improve school building and environment Review and streamline health and safety protocols	Allocation: \$15K Action: Prepare a maintenance schedule and improve school building and environment Review and streamline health and safety protocols	Allocation: \$10K Action: Prepare a maintenance schedule and improve school building and environment Review and streamline health and safety protocols

					<p>Improve and increase communication with parents</p> <p>Source: LCFF</p>	<p>Improve and increase communication with parents</p> <p>Source: LCFF</p>	<p>Improve and increase communication with parents</p> <p>Source: LCFF</p>
16) maintain school facilities in good repair	1- school facilities	Improve and maintain school facilities	School-wide		<p>Allocation: \$10K</p> <p>Action: Prepare a maintenance schedule and improve school building and environment</p> <p>Source: LCFF</p>	<p>Allocation: \$17K</p> <p>Action: Prepare a maintenance schedule and improve school building and environment</p> <p>Source: LCFF</p>	<p>Allocation: \$10K</p> <p>Action: Prepare a maintenance schedule and improve school building and environment</p> <p>Source: LCFF</p>
17) Increase the number of students attending to 98% or higher of their allocated school days	5- pupil engagement	Target student improved attendance and pro-social behaviors	School-wide		<p>Allocation: \$10K</p> <p>Action: Improve and increase communication with parents</p> <p>Improve and maintain school safety and health environment</p> <p>Track and monitor at risk students</p> <p>Source: LCFF</p>	<p>Allocation: \$17K</p> <p>Action: Improve and increase communication with parents</p> <p>Improve and maintain school safety and health environment</p> <p>Track and monitor at risk students</p> <p>Source: LCFF</p>	<p>Allocation: \$10K</p> <p>Action: Improve and increase communication with parents</p> <p>Improve and maintain school safety and health environment</p> <p>Track and monitor at risk students</p> <p>Source: LCFF</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)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
<p>1) Increase in student achievement in ELA</p> <p>2) Increase in student achievement in Math</p> <p>3) Ensure a rigorous ELD program</p> <p>4) increase the number of ELs who reclassify as Fluent English Proficient</p> <p>4) Safe Learning Environment</p>	<p>1 – access to standards aligned materials</p> <p>2 –CCSS</p> <p>4 – Pupil Achievement</p> <p>5 –Pupil Engagement</p> <p>7 – Course Access</p> <p>8 – Other Student Outcomes</p>	<p>For low SES pupils:</p> <p>-Resource employee to assist in social/emotional development and provide additional counseling</p> <p>- Additional tutoring, (before, during and after school)</p> <p>- provide targeted interventions for ELs not making Annual Growth on CELDT</p> <p>- monitor academic progress of re-designated students and provide necessary supports</p> <p>- Provide necessary school</p>	School-wide		<p>Allocation: \$25K</p> <p>Action: Provide before and after school tutoring help</p> <p>Provide before and after school nutritional needs</p> <p>Track and monitor students' academic progress</p> <p>Train intervention teachers and tutors in ELD strategies</p> <p>Provide data analysis</p> <p>Acquisition of</p>	<p>Allocation: \$40K</p> <p>Action: Provide before and after school tutoring help</p> <p>Provide before and after school nutritional needs</p> <p>Track and monitor students' academic progress</p> <p>Train intervention teachers and tutors in ELD strategies</p> <p>Provide data analysis</p> <p>Acquisition of</p>	<p>Allocation: \$25K</p> <p>Action: Provide before and after school tutoring help</p> <p>Provide before and after school nutritional needs</p> <p>Track and monitor students' academic progress</p> <p>Train intervention teachers and tutors in ELD strategies</p> <p>Provide data analysis</p> <p>Acquisition of</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
		<p>supplies and nutritional needs</p> <p>For English learners: - Provide additional tutoring as needed to increase student achievement in ELA and math.</p> <p>- Provide ELD Curriculum that is strong</p> <p>- Strong implementation of ELD program</p> <p>- Technology and software support</p> <p>Provide teacher supports and relevant professional development</p>			<p>appropriate instructional and supplemental materials for ELs</p> <p>Implement reading and Math clinics for ELs</p> <p>Provide in-class intervention help</p> <p>Source: LCFF</p>	<p>appropriate instructional and supplemental materials for ELs</p> <p>Implement reading and Math clinics for ELs</p> <p>Provide in-class intervention help</p> <p>Source: LCFF</p>	<p>appropriate instructional and supplemental materials for ELs</p> <p>Implement reading and Math clinics for ELs</p> <p>Provide in-class intervention help</p> <p>Source: LCFF</p>

- C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

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

	2014-2015	2015-2016	2016-2017
Estimated Total LCFF Funding	\$283,879	\$394,448	\$297,770
Proportional increase or improvement in services for low income students as compared to the services provided to all pupils in that fiscal year	8.45%	9.55 %	5.82%

NEW DESIGNS is receiving increased funding through the LCFF and had dedicated resources through the plan above to decrease truancy and increase achievement rates for all students through the use of new policy, procedure, and staffing levels. A large budget for student supplies, professional development - mentoring, conferences, and trainings are part of the school mission.

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.