Introduction:

LEA: IQ Academy Los Angeles   **Contact (Name, Title, Email, Phone Number):** Carol Henson, Head of School, chenson@iqcala.com, 626-800-7424   **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Parent feedback survey was sent to all iQ Academy learning coaches (parents and other responsible adults who guide their children through the learning process).	The survey sent to these stakeholders asked for additional written input. The feedback from the survey was integrated into the plan.
Head of School and Academic Administrators meet with director of Categorical Programs to review the LCAP process, analyze current data, and develop goals.	Needs, goals, and metrics were created and refined
School directors presented needs, goals, and metrics to leadership to gain	Needs, goals, and metrics were refined. Actions were added.

feedback on goals and discuss what actions need to be taken to achieve goals. iQ Academy parent, Rhodora Wong installed as voting school board member	Board approves final LCAP and gives guidance as needed
Annual Update: For 2015-16 iQ Academy will create a school site council made up of various stakeholder groups (community members, low income families, families that support foster youth, English Language Learners).	**Annual Update:** The school site council will meet and their feedback will help to further refine the goals, metrics and needs of the LCAP.

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

Instructions:

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

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Increase the percentage of pupils mastering grade level benchmarks in English Language Arts for grades K-2	Related State and/or Local Priorities: 1 X 2 X 3 X 4 _ 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Increase Literacy	
Goal Applies to:	Schools: N/A	
	Applicable Pupil Subgroups:	K-2

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	80% of students will be on or above grade level in reading at the end of the school year as measured by the i-Ready Diagnostic assessment. Increase the percent of English Learner (EL) students who are reclassified each year by an additional 3%. Reclassified Fluent English Proficient (RFEP) students will increase proficiency in the state assessment in English Language Arts and Mathematics by 5% each year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development	K2	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Training 3,000 Materials 2,000
Progress monitoring assessment	K2	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	i-Ready Diagnostic Assessment 3680

		(Specify)	
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA	K2	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff, student information system 6,000
Continue to create alignments between K-2 curriculum and CCSS	K2	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff 500
Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.	K2	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers 17,000
Daily practice and reinforcement of skills.	K2	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers Online School (OLS)

Provide ELD instruction through an online ELD programs and live online classes.	K-2	_ All – – – – – – – – – – OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELD Teacher 20,000 Rosetta Stone
Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.	K-2	_ All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELD Teachers, Teachers 5,000
Teachers provide tutoring in reading/ELA instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the K2 Benchmark Assessment.		X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers
Small group reading intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA goals based on CCSS, scoring below grade level expectation on the K2 Benchmark Assessment, and parent conferencing.		_ All – – – – – – – – – – OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	iReady Diagnostic and Instruction

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	85% of students will be on or above grade level in reading at the end of the school year as measured by the i-Ready Diagnostic assessment. Increase the percent of English Learner (EL) students who are reclassified each year by an additional 3%. Reclassified Fluent English Proficient (RFEP) students will increase proficiency in the state assessment in English Language Arts and Mathematics by 5% each year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development	K2	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Training, materials
Progress monitoring assessment	K2	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	i-Ready Diagnostic Assessment
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA	K2	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff
Create alignments for CCSS and curriculum	K2	X All - - - - - - - - - - -	Staff

		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.	K2	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers
Daily practice and reinforcement of skills through assignments and supplemental activities.	K2	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers
Provide ELD instruction through an online ELD programs and live online classes.	K-2	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELD Teachers Rosetta Stone
Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.	K-2	_ All OR: _ Low Income pupils _ English Learners	ELD Teachers Teachers

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase training and promotion for families on the importance of completing the i-Ready diagnostic	K-2	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Maintain or improve the 85% of students who are on or above grade level in reading at the end of the school year as measured by the i-Ready Diagnostic assessment. Increase the percent of English Learner (EL) students who are reclassified each year by an additional 3%. Reclassified Fluent English Proficient (RFEP) students will increase proficiency in the state assessment in English Language Arts and Mathematics by 5% each year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development	K2	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Training Materials
Evaluate current progress monitoring assessment and if needed purchase a new assessment	K2	X All OR: _ Low Income pupils _ English Learners	Evaluation of iReady Diagnostic Performance

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA	K2	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff
Create alignments for CCSS and curriculum	K2	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff
Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.	K2	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers
Daily practice and reinforcement of skills through iReady assignments and supplemental activities.	K2	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Teachers

		_ Other Subgroups: (Specify)	
Provide ELD instruction through an online ELD programs and live online classes.	K-2	_ All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELD Teachers Rosetta Stone
Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.	K-2	_ All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELD Teachers, Teachers

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

GOAL 2:	Increase grades 3-11 English Language Arts Mastery	Related State and/or Local Priorities: 1 X 2 X 3 X 4 _ 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Need: Increases Literacy Metrics: Scantron data, iReady Benchmark Assessment, OLS Completion data

Goal Applies to:	Schools: N/A
	Applicable Pupil Subgroups: Grades 3-11

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	An increase of at least 5% or greater over the baseline of students at grade level as measured by the Scantron reading assessment. Increase the percent of English Learner (EL) students who are reclassified each year by an additional 3%. Reclassified Fluent English Proficient (RFEP) students will increase proficiency in the state assessment in English Language Arts by 5% each year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	3-11	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Training 3,000 Materials
Continue to create alignments between K-2 curriculum and CCSS	3-11	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Staff 500

		English proficient _ Other Subgroups: (Specify)	
Regular and consistent monitoring, collection and feedback of performance activities assigned to students in their content courses.	3-11	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff 110,000
Direct instruction to incorporate and support the elements of common core including: peer feedback, multimedia, oral speech and presentation, individual/small group authentic problem solving, cross subject transfer, etc.	3-11	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers 28,000
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA.	3-11	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff 30,000
Utilize common core content in iReady to provide instructional support and preparation for Smarter Balance Assessment.	3-11	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff 7,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide ELD instruction through an online ELD programs and live online classes.	3-12	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELD Teachers 20,000 Rosetta Stone
Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.	3-12	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELD Teachers, Teachers

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	An increase of at least 5% or greater over the baseline of students at grade level as measured by the Scantron reading assessment. Increase the percent of English Learner (EL) students who are reclassified each year by an additional 3%. Reclassified Fluent English Proficient (RFEP) students will increase proficiency in the state assessment in English Language Arts by 5% each year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	3-11	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Create alignments for CCSS and curriculum	3-11	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Regular and consistent monitoring, collection and feedback of performance activities assigned to students in their content courses.	3-11	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff
Direct instruction to incorporate and support the elements of common core including: peer feedback, multimedia, oral speech and presentation, individual/small group authentic problem solving, cross subject transfer, etc.	3-11	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA.	3-11	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Utilize common core content in iReady to provide instructional support and preparation for Smarter Balance Assessment.	3-11	X All OR:	

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide ELD instruction through an online ELD programs and live online classes.	3-12	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELD Teachers Rosetta Stone
Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.	3-12	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELD Teachers, Teachers

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	An increase of at least 5% or greater over the previous year's percentage of students at grade level as measured by the Scantron reading assessment. Increase the percent of English Learner (EL) students who are reclassified each year by an additional 3%. Reclassified Fluent English Proficient (RFEP) students will increase proficiency in the state assessment in English Language Arts by 5% each year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	3-11	X All OR:	Training

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials
Create alignments for CCSS and curriculum	3-11	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Regular and consistent monitoring, collection and feedback of performance activities assigned to students in their content courses.	3-11	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers
Direct instruction to incorporate and support the elements of common core including: peer feedback, multimedia, oral speech and presentation, individual/small group authentic problem solving, cross subject transfer, etc.	3-11	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA.	3-11	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	Staff

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Utilize common core content in iReady to provide instructional support and preparation for Smarter Balance Assessment.	3-11	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff
Provide ELD instruction through an online ELD programs and live online classes.	3-12	_ All - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELD Teachers Rosetta Stone
Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.	3-12	_ All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELD Teachers, Teachers

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

GOAL 3:	Increase percentage of students mastering mathematics grade level benchmarks in grades K-2.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 _ 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Need: Increase mathematics proficiencies Metrics: K2 Benchmark Assessment, attendance rate at parent sessions

Goal Applies to:	Schools: N/A	
	Applicable Pupil Subgroups:	Grades K-2

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	An increase of at least 2.5% over the previous year's rate of students who are at grade level as measured by the iReady math diagnostic test.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	K-2	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Training 3,000 Materials 2,000
Evaluate current progress monitoring assessment and if needed purchase a new assessment.	K-2	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff

Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in Mathematics	K-2	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers 6,000
Continue to create alignments between K-2 curriculum and CCSS	K-2	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers 500
Daily practice and reinforcement of skills through iReady assignments and supplemental activities.	K-2	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	iReady 7,000
Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.	K-2	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers 17,000

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	An increase of at least 2.5% over the previous year's rate of students who are at grade level as measured by the iReady math diagnostic test.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	K-2	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
progress monitoring assessment	K-2	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	i-Ready
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in Mathematics	K-2	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create alignments for CCSS and curriculum	K-2	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth	

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Daily practice and reinforcement of skills through iReady assignments and supplemental activities.	K-2	X All - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.	K-2	X All - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	An increase of at least 2.5% over the previous year's rate of students who are at grade level as measured by the iReady math diagnostic test.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	K-2	X All - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Evaluate current progress monitoring assessment and if needed purchase a new assessment.	K-2	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in Mathematics	K-2	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create alignments for CCSS and curriculum	K-2	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Daily practice and reinforcement of skills through iReady assignments and supplemental activities.	K-2	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing	K-2	X All OR:	

feedback, and determine appropriate supports and interventions.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

GOAL 4:	Increase proficiency of Smarter Balance Mathematics Assessments in Grade 3-11	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Need: Increase literacy Metric: Smarter Balanced assessments

Goal Applies to:	Schools: N/A	
	Applicable Pupil Subgroups:	Grades 3-11

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	An increase of at least 5% or greater over the baseline of students at grade level as measured by the iReady math assessment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	3-11	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff 3,000
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in Mathematics	3-11	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff 30,000

Continue to create alignments between 3-11 curriculum and CCSS	3-11	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff 500
Regular and consistent monitoring, collection and feedback of performance activities assigned to students in their content courses	3-11	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff 110,000
Direct instruction to incorporate and support the elements of common core including: peer feedback, multimedia, oral speech and presentation, individual/small group authentic problemsolving, cross subject transfer, etc.	3-11	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff 30,000
Utilize common core content in iReady to provide instructional support and preparation for Smarter Balance Assessment.	3-11	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	iReady 4,000

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	An increase of at least 5% or greater over the previous year's baseline of students at grade level as measured by the iReady math assessment.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	3-11	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in Mathematics	3-11	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create alignments for CCSS and curriculum	3-11	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Regular and consistent monitoring, collection and feedback of performance activities assigned to students in their content courses	3-11	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth	

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Direct instruction to incorporate and support the elements of common core including: peer feedback, multimedia, oral speech and presentation, individual/small group authentic problemsolving, cross subject transfer, etc.	3-11	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Utilize common core content in iReady to provide instructional support and preparation for Smarter Balance Assessment.	3-11	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	An increase of at least 5% or greater over the previous year's baseline of students at grade level as measured by the iReady math assessment.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	3-11	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in Mathematics	3-11	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create alignments for CCSS and curriculum	3-11	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Regular and consistent monitoring, collection and feedback of performance activities assigned to students in their content courses	3-11	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Direct instruction to incorporate and support the elements of common core including: peer feedback, multimedia, oral speech and presentation, individual/small group authentic problemsolving, cross subject transfer, etc.	3-11	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Utilize common core content in iReady to provide instructional support and preparation for Smarter Balance Assessment.	3-11	X All OR:	

| | | _ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | |

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

GOAL 5:	Increase attendance rate of assigned live Class Connect classes	Related State and/or Local Priorities: 1 X 2 X 3 X 4 _ 5 X 6 X 7 X 8 COE only: 9 _ 10 _ Local : Specify

Identified Need :	Need: Increase proficiencies in all areas, increase the number of assignments completed, increase course pass rates Metric: Progress Tracker

Goal Applies to:	Schools: N/A
	Applicable Pupil Subgroups: Grades K-12

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Attendance rates at live class connect sessions will increase at least 10% over the previous year's baseline attendance rates as measured by the OLS/LMS Progress Tracker

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	K-12	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff 3,000
Offer CCSS aligned web-classes in math, reading, writing, and grammar usage and mechanics. Offer additional classes in science, history, and a program for advanced learning.	K-12	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff 30,000

Design an efficient attendance tracking system	K-12	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff
Assign classes on the Individualized Learning Plan and provide data-driven instruction by aligning sessions with student needs.	K-12	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Attendance rates at live class connect sessions will increase at least 10% over the previous year's baseline attendance rates as measured by the OLS/LMS Progress Tracker			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	K-12	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Offer CCSS aligned web-classes in math, reading, writing, and grammar usage and mechanics. Offer additional classes in science, history, and a program for advanced learning.	K-12	X All OR: _ Low Income pupils	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to refine attendance tracking system	K-12	X All - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Assign classes on the Individualized Learning Plan and provide data-driven instruction by aligning sessions with student needs.	K-12	X All - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Attendance rates at live class connect sessions will increase at least 10% over the previous year's attendance rates as measured by the OLS/LMS Progress Tracker		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	K-12	X All - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	

		(Specify)	
Offer CCSS aligned web-classes in math, reading, writing, and grammar usage and mechanics. Offer additional classes in science, history, and a program for advanced learning.	K-12	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Design an efficient attendance tracking system	K-12	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Assign classes on the Individualized Learning Plan and provide data-driven instruction by aligning sessions with student needs.	K-12	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

GOAL 6:	Increase high school student pass rate	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 _ 8 COE only: 9 _ 10 _ Local : Specify

Identified Need :	Need: Increase the percentage of student completing courses and gaining the proficiencies in the course Metric: Progress Tracker

Goal Applies to:	Schools: N/A
	Applicable Pupil Subgroups: Grades 9-12

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Based on the previous years baseline high school pass rates will increase by at least 5% as measured by semester 1 and 2 final grade reports

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	9-12	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff 3,000
Create an Individualized Learning Plan for each student	9-12	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff 5,000

Target students not completing assignments with Academic Support. Provide regular and consistent feedback to students	9-12	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff
Staff will be trained on the logistics and implementation of student and family supports based off the requirements of the McKinney–Vento Homeless Assistance Act		_ All _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Homeless Youth	Staff 500

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	High school pass rates will increase by at least 5% as measured by semester 1 and 2 final grade reports over the previous years rates.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	9-12	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create an Individualized Learning Plan for each student	9-12	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils	

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Target students not completing assignments with Academic Support. Provide regular and consistent feedback to students	9-12	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	High school pass rates will increase by at least 5% as measured by semester 1 and 2 final grade reports over the previous years rates.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	9-12	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create an Individualized Learning Plan for each student	9-12	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	

		(Specify)	
Target students not completing assignments with Academic Support. Provide regular and consistent feedback to students	9-12	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

GOAL 7:	Decrease high school student dropout rate	Related State and/or Local Priorities: 1 X 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Need: Increase the number of students graduating Metric: California State High School Dropout Rates

Goal Applies to:	Schools: N/A
	Applicable Pupil Subgroups: Grades 9-12

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Dropout rates will decrease from previous year by at least 5% as measured by California High School dropout rate calculations

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create an Individualized Learning Plan for each student	9-12	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff 5,000
Build team to help encourage connections between student and school and encourage relationship building.	9-12	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Staff will be trained on the logistics and implementation of student and family supports based off the requirements of the McKinney–Vento Homeless Assistance Act		_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Homeless youth	Staff 500

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	Dropout rates will decrease from previous year by at least 5% as measured by California High School dropout rate calculations

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create an Individualized Learning Plan for each student	9-12	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Build team to help encourage connections between student and school and encourage relationship building.	9-12	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Dropout rates will decrease from previous year by at least 5% as measured by California High School dropout rate calculations		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create an Individualized Learning Plan for each student	9-12	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Build team to help encourage connections between student and school and encourage relationship building.	9-12	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

Annual Update

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

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL 1 from prior year LCAP:	Increase the percentage of pupils mastering grade level benchmarks in English Language Arts for grades K-2	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	N/A
	Applicable Pupil Subgroups:	K-2

Expected Annual Measurable Outcomes:	85% of students will be on or above grade level in reading at the end of the school year as measured by the i-Ready Diagnostic assessment.	Actual Annual Measurable Outcomes:	i-Ready was not purchased for this school year so a baseline was not able to be measured. EL 2013-14 3% of K-12 students are EL 10.5% of K-12 students are FEP Reclassification Rate – 0% EL 2014-15 3.3% of K-12 students are EL 6.9% of K-12 students are FEP Reclassification Rate – 0%

LCAP Year:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional development	training, materials	RTI PD for all staff, K12 Internal PD with K12 Inc. engagement expert regarding effective use of BbC for live ELA sessions, admin trained on how to hold data conferences, staff were trained on CC alignment with K12 ELA curriculum, all staff training on effective use of data (DDI)	training, materials 2,100
Scope of Service	K2	Scope of Service	K2

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Evaluate the current progress monitoring assessment	Staff	We did not implement a progress motoring tool for K2 this school year and will be using iReady for the 15-16 school year	Staff 0
Scope of Service K2 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service K2 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA	Staff	Each student in grades K2 had an ILP created within 9 weeks of enrollment with specific ELA goals. RTI in-person training took place this year with implementation slated for the 15-16 school year. Calculated based on 3 hours per ILP to create, present and revise.	Staff 5,750
Scope of Service K2 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		Scope of Service K2 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Create alignments for CCSS and curriculum	Staff	K12 curriculum was aligned to CCSS for 14-15 and teachers received K12 curriculum asynchronous CCSS training, teachers also received synchronous, collaborative trainings on CCSS alignments	Staff 3,900
Scope of Service K2 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service K2 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.	Staff	All teachers are appropriately credentialed for their grade level and there are no incorrectly assigned teachers. Instructional hours increased this year with regularly scheduled ELA Class Connect sessions. Students submitted quarterly, physical work samples to assigned teacher for evaluation.	Staff 17,000
Scope of Service K2 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service K2 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Daily practice and reinforcement of skills through Study Island assignments and supplemental activities.	Staff	K2 students were given access to Study Island and encouraged to participate daily. Students were also given access to the Noodleverse online program to practice basic ELA skills. For 15-16 K2 will use iReady to practice ELA skills daily and receive appropriate reinforcement.	Staff 375
Scope of Service ⁞ K2 X All – – – – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ⁞ K2 X All – – – – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
_ All – – – – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All – – – – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For the 2015-16 School year iQ Academy has purchased iReady licenses for all K-2 students. Students will be assessed within 3 weeks of enrollment. Based on data from the iReady diagnostic iQ Academy teachers will deliver targeted instruction up to 3 times per week using the Response to Intervention Model. Students will complete the assessment 3 times a year.		

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

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

Original GOAL 2 from prior year LCAP:	Increase grades 3-11 English Language Arts Mastery	Related State and/or Local Priorities: 1 X 2 X 3 X 4 _ 5 X 6 _ 7 _ 8 COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: N/A	
	Applicable Pupil Subgroups:	Grades 3-11

Expected Annual Measurable Outcomes:	A baseline will be set using Scantron assessment data	Actual Annual Measurable Outcomes:	In Scantron post testing 63% of 3rd - 8th graders were at grade level in reading. 60% of students in grades 9th - 11th were at grade level in reading. Average % gains for grade levels on Scantron reading test (pre over post test): 3rd - 6.1%, 4th - 4.4% 5th - 6.9% 6th - 4.3% 7th - 4.5% 8th - 0.7% 9th - 3.8% 10th 2.7% 11th 1.5% EL 2013-14 3% of K-12 students are EL 10.5% of K-12 students are FEP Reclassification Rate – 0% EL 2014-15 3.3% of K-12 students are EL 6.9% of K-12 students are FEP Reclassification Rate – 0%

LCAP Year:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development	Training, materials	RTI PD for all staff, K12 Internal PD with engagement expert regarding effective use of Blackboard Collaborate for live ELA sessions, administration trained on how to hold data conferences with teachers, staff were trained on CC alignment with K12 ELA curriculum, all staff training on effective use of data (DDI). For 15-16 to further support our staff all teachers K-12 will be required to attend monthly K12 Inc. National Professional Development meetings on how to support student learning in ELA.	Training, materials 2,100
Scope of Service 3-11 X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service 3-11 X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create alignments for CCSS and curriculum	Staff	K12 curriculum was aligned to CCSS for 14-15 and teachers received K12 curriculum asynchronous CCSS training, teachers also received synchronous, collaborative trainings on CCSS alignments.	Staff 3,000
Scope of Service 3-11 X All		Scope of Service 3-11 X All	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Regular and consistent monitoring, collection and feedback of performance activities assigned to students in their content courses.	Staff	The K12 curriculum has performance-task-like lessons for grades K-8 which are either learning coached graded or teacher graded. The lessons are spaced throughout the curriculum. The teacher graded activities are documented and sent to the learning coaches with the scores. The 9-12 curriculum has regular submission of work to teacher in ELA. Students must regularly respond to prompts in threaded discussions which the teacher monitors.	Staff 110,000
Scope of Service 3-11 X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service 3-11 X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Direct instruction to incorporate and support the elements of common core including: peer feedback, multimedia, oral speech and presentation, individual/small group authentic problem solving, cross subject	Staff	This year we began regular direct instruction for grades K-8 in ELA. Students now have at least one hour of teacher led instruction each week. Regular academic and support sessions continued for grades 9-12.	Staff 27,600

transfer, etc.		The instructional sessions include use of multimedia, individual/ small group, peer feedback, authentic problem solving skills, etc. The high school curriculum already includes peer feedback, multimedia, oral speech and presentations. Goal for SY2015-2016 is to include cross-subject transfer lessons, increase student presentations/oral speech opportunities.	
Scope of Service 3-11 X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service 3-11 X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA.	Staff	Each student in grades 3-11 had an ILP created within 9 weeks of enrollment with specific ELA goals. RTI in-person training took place this year with implementation of RTI model slated for the 15-16 school year.	Staff 25,000
Scope of Service 3-11 X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		Scope of Service 3-11 X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Utilize common core content in Study Island to provide instructional support and preparation for Smarter Balance Assessment.	Staff	Students in grades 3-8 were required to participate in Study Island daily. Students also used SI to reinforce ELA skills/concepts as determined by teacher. SI was also used in prescriptive plans as intervention and data was used for instructional support. Teachers/staff were trained on DDI and SI data was used for data conferences to determine student gaps and instruction was planned according the data to prepare students for SBAC testing.	Staff 1,600
Scope of Service 3-11 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service 3-11 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After reviewing our goals for this year it was determined that this goal was too vauge and should be updated to, "Increase proficiency on Smarter Balanced ELA assessments in grades 3-11". While all grade levels saw gains in Scantron reading in pre vs post testing many students are still below grade level. Being a school of choice iQ Academy often serves as an alternative for students who are not learning at their traditional brick and mortar school. To further support these struggling learners iQ Academy will be implementing an response to intervention (RTI) model for next school year. Using data from the iReady reading assessment (which will replace Scantron) teachers will create targeted interventions for students based on their specific needs. The RTI model was not implemented for 2014-15 however the entire staff did receive a training on RTI and back to school professional developments will revolve around implementation of the RTI model.

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

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

Original GOAL 3 from prior year LCAP:	Increase percentage of students mastering mathematics grade level benchmarks in grades K-2.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 _ 5 X 6 _ 7 _ 8 COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	Grades K-2

Expected Annual Measurable Outcomes:	85% of students will be on or above grade level in math at the end of the school year as measured by the i-Ready Diagnostic assessment.	Actual Annual Measurable Outcomes:	i-Ready was not purchased for this school year so a baseline was not able to be measured.

LCAP Year:

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development		RTI PD for all staff, K12 Internal PD with Brandi Maynard regarding effective use of BbC for live ELA sessions, admin trained data conferences, staff were trained on CC alignment with K12 math curriculum, all staff training on effective use of data (DDI).	2,100
Scope of Service: K-2 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: K-2 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Evaluate current progress monitoring assessment and if needed purchase a new assessment.		We did not implement a progress motoring tool for K-2 this school year and will be using iReady for the 15-16 school year	Staff 0
Scope of Service ┆K-2 X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┆K-2 X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in Mathematics		Each student in grades K2 had an ILP created within 9 weeks of enrollment with specific math goals. RTI in-person training took place this year with implementation slated for the 15-16 school year.	5,750
Scope of Service ┆K-2 X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┆K-2 X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create alignments for CCSS and curriculum		K12 curriculum was aligned to CCSS for 14-15 and teachers received K12 curriculum asynchronous CCSS training, teachers also received synchronous, collaborative trainings on CCSS alignments.	

Scope of Service: K-2 X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: K-2 X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Daily practice and reinforcement of skills through Study Island assignments and supplemental activities.		K2 students were given access to Study Island and encouraged to participate daily. We did not have a math supplemental program like Noodleverse for ELA for our K-2 students. For 15-16 K2 will use iReady to practice math skills daily.	
Scope of Service: K-2 X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: K-2 X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.		All teachers are appropriately credentialed for their grade level and there are no incorrectly assigned teachers. Instructional hours increased this year with regularly scheduled math Class Connect sessions. Students submitted quarterly, physical work samples to assigned teacher for evaluation.	Staff 17,000
Scope of Service: K-2		Scope of Service: K-2	

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For the 2015-16 School year iQ Academy has purchased iReady licenses for all K-2 students. Students will be assessed within 3 weeks of enrollment. Based on data from the iReady diagnostic iQ Academy teachers will deliver targeted instruction up to 3 times per week using the Response to Intervention Model.		

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

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

<table>
<tr>
<td>Original GOAL 4 from prior year LCAP:</td>
<td colspan="2">Increase proficiency of Smarter Balance Mathematics Assessments in Grade 3-11</td>
<td>Related State and/or Local Priorities:
1 X 2 X 3 X 4 _ 5 _ 6 _ 7 _ 8 _

COE only: 9 _   10 _

Local : Specify</td>
</tr>
<tr>
<td rowspan="2">Goal Applies to:</td>
<td colspan="3">Schools:</td>
</tr>
<tr>
<td>Applicable Pupil Subgroups:</td>
<td colspan="2">Grades 3-11</td>
</tr>
<tr>
<td>Expected Annual Measurable Outcomes:</td>
<td colspan="2">A baseline will be set using Scantron assessment data.</td>
<td>Actual Annual Measurable Outcomes:</td>
</tr>
</table>

Actual Annual Measurable Outcomes: In Scantron post testing 52% of 3rd - 8th grade students were at grade level in mathematics. As of the publishing of this report not enough high school students had taken the Scantron in mathematics for an accurate assessment of student grade level.

Average % gains for grade levels on Scantron reading test (pre over post test):

3rd - 6.9%,
4th - 3.3%,
5th - 5.8%,
6th - 5.5%,
7th - 2.7%,
8th - 6.5%,
9th - 3.6%,
10th 2.5%
11th - 0.4%

LCAP Year:			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development		RTI PD for all staff, K12 Internal PD with Brandi Maynard regarding effective use of BbC for live math sessions, admin trained data conferences, staff were trained on CC alignment with K12 math curriculum, all staff training on	2,100

		effective use of data (DDI).	
Scope of Service 3-11 X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** 3-11 X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in Mathematics		Each student in grades 3-8 had an ILP created within 9 weeks of enrollment with specific math goals. RTI in-person training took place this year with implementation slated for the 15-16 school year.	Staff 25,000
Scope of Service 3-11 X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** 3-11 X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create alignments for CCSS and curriculum		K12 curriculum was aligned to CCSS for 14-15 and teachers received K12 curriculum asynchronous CCSS training, teachers also received synchronous, collaborative trainings on CCSS alignments	Staff 3,000
Scope of Service 3-11		**Scope of Service** 3-11	

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Regular and consistent monitoring, collection and feedback of performance activities assigned to students in their content courses		The K12 curriculum has performance-task-like lessons which are either learning coached graded or teacher graded. The lessons are spaced throughout the curriculum. The teacher graded activities are documented and sent to the learning coaches with the score.	Staff 110,000
Scope of Service 3-11 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service 3-11 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Direct instruction to incorporate and support the elements of common core including: peer feedback, multimedia, oral speech and presentation, individual/small group authentic problem solving, cross subject transfer, etc.		Direct instruction has increased this year in ELA for grades K-8. The instruction session includes use of multimedia, individual/ small group, peer feedback, authentic problem solving skills, etc. Goal for SY2015-2016 is to include cross-subject transfer lessons, increase student presentations/oral speech opportunities.	Staff 27,600
Scope of Service 3-11		Scope of Service 3-11	

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Utilize common core content in Study Island to provide instructional support and preparation for Smarter Balance Assessment.		Students in grades 3-8 were required to participate in Study Island daily. Students also used SI as reinforce math skills/concepts determined by teacher. SI was also used in prescriptive plans as intervention and data could be used for instructional support. Teachers/staff were trained on DDI and SI data was used for data conferences to determine student gaps and instruction was planned according the data to prepare students for SBAC testing.	Study Island 1,600
Scope of Service 3-11 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service 3-11 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	While all grade levels saw gains in Scantron math pre vs post testing many students are still below grade level in math. Being a school of choice iQ Academy often serves as an alternative for students who are not learning at thier traditional brick and mortar school. To further support these struggling learners iQ Academy will be implementing a response to intervention (RTI) model for next school year. Using data from iReady (which will replace Scantron) teachers will create targeted interventions for students based on their specific needs. The RTI model was not implemented for 2014-15 however the entire staff did receive a training on RTI and back to school professional developments will revolve around implementation of the RTI model.		

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

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

Original GOAL 5 from prior year LCAP:	Increase attendance rate of assigned live Class Connect classes	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 _ 5 <u>X</u> 6 <u>X</u> 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	Grades K-12

Expected Annual Measurable Outcomes:	A baseline will be set using attendance rates.	Actual Annual Measurable Outcomes:	A baseline was not able to be set this school year.

LCAP Year:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development		For the SY14-15, grades K-6 began offering a weekly math and ELA assigned class connect sessions. Although opportunities for live class connects were increased, not all students attended. For next year, we plan on making class connect sessions mandatory for at-risk students. Monthly staff professional development training with Brandi Maynard to learn useful tips and strategies for engaging student in Blackboard. Why Try student engagement curriculum in homeroom live sessions. Teachers received professional development training.	Staff PD 2,100

Scope of Service K-12 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service K-12 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Offer CCSS aligned web-classes in math, reading, writing, and grammar usage and mechanics. Offer additional classes in science, history, and a program for advanced learning.		K12's curriculum is aligned to CCSS and teachers often used the lessons to instruct math, reading, writing, and grammar usage and mechanics concepts. Next year, we hope to use cross-transfer subjects to highlight science and history concepts. K8 has an ALP program run by an ALP coordinator, which is an all-inclusive program and students are encouraged to join. Weekly live ClassConnect sessions offered in all subject areas. Weekly live help sessions offered in all subject areas to support students who have not mastered the content.	Staff 27,600
Scope of Service K-12 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service K-12 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Design an efficient attendance tracking system		New tools were available for our school to track attendance. K12 built in a new CC attendance tracker that lists students who attended a session. This allowed teachers to reach out to non-attending students. OLS tracker also included the attendance for class connect sessions.	
Scope of Service ┊ K-12 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┊ K-12 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Assign classes on the Individualized Learning Plan and provide data-driven instruction by aligning sessions with student needs.		Staff received training in DDI multiple times throughout the school year. Regularly scheduled one-on-one/small group sessions would be listed in the student's ILP.	
Scope of Service ┊ K-12 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┊ K-12 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to	At the end of last school year K12 Inc. was in the process of developing an attendance tracking tool that teachers would use to monitor their students attendance at live Class Connect instructional sessions. Due to software development problems the tool was not a true measure of student attendance and the data could not be used.		

goals?	For 2015-16 iQ Academy plans to transition to an RTI model where attendance at Class Connect sessions will be mandatory for students in tiers II and III. Teachers will be given a school level attendance tracking tool that is much less complicated than the one we used this year. This new tracking tool, developed at the school level, will give our teachers and administrators a much clearer view of student attendance.

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

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

Original GOAL 6 from prior year LCAP:	Increase high school student pass rate	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 _ 8 COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: N/A	
	Applicable Pupil Subgroups:	Grades 9-12

Expected Annual Measurable Outcomes:	A baseline will be set using high school course pass rates.	Actual Annual Measurable Outcomes:	2014-2015 Grades 9-12 Semester 1 Passing Rate: 75%

LCAP Year:			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development		Data Driven Instruction professional development for all staff (in person, one day); virtual DDI staff instruction with K12 expert; individual DDI conferences with each teacher once per semester; admin training of WhyTry program for student success; teacher training of WhyTry program; admin training for FAST program; RTI training for entire staff (in person, two days); monthly virtual staff trainings with instructional specialist from K12. A hybrid of RTI and FAST will be implemented next school year to further support students.	Staff 2,100
Scope of Service	9-12	Scope of Service 9-12	

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create an Individualized Learning Plan for each student		100% of students received an ILP within the first 9 weeks of start date; 100% of students received a follow up ILP by the end of 3rd quarter	Staff 4,400
Scope of Service 9-12 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service 9-12 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Target students not completing assignments with Academic Support. Provide regular and consistent feedback to students		Monday morning Academic Report sent to high school teachers with student current grades, last login to class and minutes spent in class; weekly detailed tracker report sent to all high school teachers with ClassConnect information, pass rates, student pass rates; teachers use data reports to follow up with homeroom students and subject students; students who are struggling receive additional support from HS Lead Teacher, guidance counselor and SST coordinator; SPED teacher provides 1:1 support for struggling SPED students; monthly Kmails sent to Learning Coaches with parent support groups offered by K12;	Staff 0

		all high school teachers offer weekly live help sessions; math department provides extra weekly live help sessions targeting students who are missing specific assignments.	
Scope of Service 9-12 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service 9-12 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Change curriculum to one provided by K12 Inc.		Until SY 2014-15 iQ Academy had used curriculum provided by Fuel Ed (formerly known as Aventa). May iQ teachers found this curriculum inconsistent and at times poorly organized. iQ Academy switched to a high school curriculum that has been created by K12 Inc. Teachers have found that this curriculum to be much better suited to our students needs.	
Scope of Service 9-12 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service 9-12 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In grades 9th - 12th iQ Academy switched to curriculum provided by K12 Inc. for the 2014-15 school year. Our teaching staff found this curriculum to be more consistent and better organized than the previous year's curriculum (provided by Aventa/Fuel Ed.). Continued use of this curriculum combined with a new content delivery system should help to increase high school pass rates. Pass rates have already increased year over year (SY 2013-14 to SY 2014-15). SY 2013-14 Sem. 1 pass rates were 60% and had climbed to 75% for SY 2014-15 Sem. 1. As we have seen an increase in the number of homeless families that attend our school we will implement new staff trainings for 2015-16 to focus on identifying our homeless familes and providing them with the services (county, state and federal) and the supports (calling cards, pre-stamped work sample envelopes, internet stipends) that they will need to be successful in our program.

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

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

<table>
<tr>
<td colspan="2">Original GOAL 7 from prior year LCAP:</td>
<td>Decrease high school student dropout rate</td>
<td colspan="2">Related State and/or Local Priorities:
1 X 2 _ 3 X 4 _ 5 X 6 _ 7 _ 8 X

COE only: 9 _ 10 _

Local : Specify</td>
</tr>
<tr>
<td colspan="2">Goal Applies to:</td>
<td colspan="3">Schools: N/A</td>
</tr>
<tr>
<td colspan="2"></td>
<td colspan="3">Applicable Pupil Subgroups: Grades 9-12</td>
</tr>
<tr>
<td colspan="2">Expected Annual Measurable Outcomes:</td>
<td>A baseline will be set using California State High School Dropout Rates.</td>
<td>Actual Annual Measurable Outcomes:</td>
<td>The high school drop out rate is 17.4%</td>
</tr>
<tr>
<td colspan="5" align="center">**LCAP Year:**</td>
</tr>
<tr>
<td colspan="2" align="center">Planned Actions/Services</td>
<td></td>
<td colspan="2" align="center">Actual Actions/Services</td>
</tr>
<tr>
<td></td>
<td align="center">Budgeted Expenditures</td>
<td></td>
<td></td>
<td>Estimated Actual Annual Expenditures</td>
</tr>
<tr>
<td>Create an Individualized Learning Plan for each student</td>
<td></td>
<td></td>
<td>100% of all students received an ILP with their transcript and 4 year plan showing color coded visual of their high school progress. Students see credits earned and credits still needed. ILP updates are provided twice a year.

Several homeroom teachers send frequent, personalized overall progress grade report Kmails to their students. Subject teachers send personalized grade reports to their students on regular basis.</td>
<td>Staff   4,400</td>
</tr>
<tr>
<td>Scope of Service   9-12

X All
OR:</td>
<td></td>
<td></td>
<td>Scope of Service   9-12

X All
OR:</td>
<td></td>
</tr>
</table>

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Build team to help encourage connections between student and school and encourage relationship building.		Bi-weekly virtual teacher lounge staff meeting to talk about specific students to encourage collaboration across subjects to support students. Weekly homeroom live sessions for high school students using Why Try social emotional support curriculum for at risk students. Monthly in person student outings to parks, museums, ice skating, recycling events, book fairs, picnics, Jeopardy game show outings. Monthly virtual senior meetings to promote relationships and excitement about graduation. Classroom contests with unique prizes to promote student engagement.	Staff 0
Scope of Service 9-12 X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service 9-12 X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to	The expulsion and suspension rate for iQ Academy is 0%. The adjusted 7th grade dropout rate is 4 and the adjusted 8th grade dropout rate is 2. Continue to implement current plan, increase education on alternate schooling options, more proactive Academic Support and utilize IEP meetings to discuss placement concerns.		

goals?	As our school has seen an increase in the number of homeless families that attend our school we will implement new staff trainings for 2015-16 to focus on identifying our homeless families and providing them with the services (county, state and federal) and the supports (calling cards, pre-stamped work sample envelopes, internet stipends) that they will need to be successful in our program.

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

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$99,662

The Supplemental funds are being expended on actions and service that are directed toward unduplicated student groups.

Low-Income:
- Increased targeted interventions
- Focus on increasing student engagement

English Language Learners:
- Designated ELD instruction through an online program
- ELD instruction by ELD teachers and SDAIE strategies by all teachers
- Additional professional development on best strategies for working with EL

Redesignated Fluent English Proficient:
- Track the progress of each RFEP student
- Clerical staff for tracking progress
- Provide targeted interventions when students are not meeting standards

Unduplicated Student Count – 29.17%
All NSLP Eligible – 26.09%
EL Funding Eligible – 3.62%
RFEP – 5.25%
Foster Youth – 0%

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

| 8.29 | % |

In 2015/16 the school calculates its minimum proportionality percentage will be 8%. This percentage is the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Through the goals set forth in Section 3, A we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
All Funding Sources	0.00	0.00	3,500.00	0.00	0.00	3,500.00
	0.00	0.00	3,500.00	0.00	0.00	3,500.00

Total Expenditures by Object Type						
Object Type	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
All Expenditure Types						

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
All Expenditure Types	All Funding Sources						

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

01-13-15 [California Department of Education]