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

Introduction:

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
1. February 21, 2014, Information Session was held on for staff regarding the LCAP and LCFF. The purpose of the information sessions was to provide an overview of the new funding formula and to provide an overview of the Local Control Accountability Plan (LCAP). With the presentation, staff had a time to ask questions and get clarification. 2. March 10, 2014, Governing Board members also received a presentation of the LCAP and there was time for questions and clarification. 3. March 11, 2014, Information Session was held on for staff regarding the LCAP and LCFF. The purpose of the information sessions was to provide an overview of the new funding formula and to provide an overview of the Local Control Accountability Plan (LCAP). With the presentation, staff had time to ask questions and get clarification. 4. March 28, 2014, teachers notified to invite all parents and guardians to the Parent Input Meeting on 4/4 at 4 PM Lancaster campus. 5. April 2, 2014: A One-call went out to every household inviting parents, and guardians to attend a Parent Input Meeting on the LCAP that would take place on 4/4/14 at 5 PM, Lancaster campus. 6. April 3, 2014- Student Information Session was held with the Key Club at the Lancaster campus to explain the LCAP and the student survey. 7. April 4, 2014: Parent Input Meeting and Information Session was held regarding LCAP and LCFF. Parents watched a video and were given the survey. 8. April 9, 11: Student Input meetings were held at the Anaheim and Long Beach campuses following information sessions on LCFF and LCAP.	In the **impact on LCAP** box of section 1 please summarize the input that you have been receiving by are of concern, priority, etc. Category A: Conditions for Learning State Priority #1: Basic Services • More tutoring • More one-on-one tutoring • More classrooms • Expanding size of school • Assist with transportation • Convenient hours • Earlier hours • Later hours/Evening classes • School Counselor • More technology State Priority #2: Implementation of Standards • Real world application in the courses • Hands on instruction • More technology • More one-on-one time with teachers State Priority #7: Course Access • Increase variety of courses • Allow more credits per week • More one-on-one time with teachers

9. April 9, 11: Parent input meetings were held at the Anaheim and Long Beach campuses following information sessions on LCFF and LCAP.
10. April 4, 2014: Surveys released at all sites. The 12-15 question survey asks about the individual filling out the survey and they ask questions regarding how we can improve the school. The surveys will be completed by parents, students, staff, and community members. Data from the surveys will be used in revising the school plan, determining appropriate resources, and in allocating funds.
11. April 11, 2014, EL Parent Input meeting and Information Session was held for the parents/guardians of students at the Lancaster campus. Parent Input Meeting and Information Session was held regarding LCAP and LCFF. Parents watched a video and were given the survey.
12. 30 parent surveys, 51 staff surveys, and 283 student surveys were analyzed.

Category B: Pupil Outcomes:

State Priority #4: Pupil Achievement
- Broader range of academics
- More college fieldtrips
- More projects
- Needs prerequisite courses
- More prep classes and labs
- Needs ROP classes

State Priority #8: Other Pupil Outcomes
- Students should research future occupations
- Classes about colleges and careers
- Participation in advanced courses at local community colleges
- Career and college planning
- Seminars with guest speakers in career fields

Category C: Engagement

State Priority #3: Parental Involvement
- More communication via email, phone calls, letters, text messages, newsletters
- Appointment reminders
- More parenting workshops
- Information on students' assignments
- More parent meetings

State Priority #5: Pupil Engagement
- Students should be required to come to school more than one day per week.
- Real world application in the courses
- Student incentives or reward system
- Student recognition

	• Create a student portfolio with goals and resume State Priority #6: School Climate • More fieldtrips and college fieldtrips • Need a college week • More extracurricular activities- clubs, sports room, activity room, social activities

Section 2: Goals and Progress Indicators

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

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

advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
Need: Increase student retention\n\n**Metrics:**\n- *Percentage of transiency rates*\n- Attendance\n- CAHSEE ELA pass rate\n- CAHSEE Math pass rate\n- Graduation rates\n- Credits/Course Completion	**Goal #1:** Increase student retention	All pupils	All high school students	(Blank)	The increase in student retention will be a minimum of 2% over the prior year	The increase in student retention will be a minimum of 2% over the prior year	The increase in student retention will be a minimum of 2% over the prior year	Goal 1, State priorities 4, 5, 6\n4. *School Climate*\n5. *Basic Services*\n6. *Parental involvement*
Need: Because students enroll in DSCHS with a variety of courses completed, each	**Goal 2:** Increase credit completion	All Pupils	- All sites will ensure completion of at least 5 credits of		Credit completion will increase by a minimum of 2% over the	Credit completion will increase by a minimum of	Credit completion will increase by a minimum of	Goal 2: State priorities 1, 2, 3, and 4\n1. *Student Achievement*

student must have a personalized learning plan to ensure successful credit completion that meets the state requirements for high school graduation **Metrics**: • Number of credits completed each learning period • Teacher drafts a personalized plan that delineates courses still needed for graduation • Student takes the online Let's Go Learn diagnostic which helps the teacher determine the extent to which the student needs math and/or ELA support • Students take the Learning Styles inventory to determine			math and grade level ELA per semester • Lancaster, Century YAL, Long Beach, and Anaheim will provide Read 180 support for struggling readers (English speakers) • All sites will provide Edge for EL students • All sites will provide tutor support for all students		prior year	2% over the prior year	2% over the prior year	2. *Other Outcomes* 3. *Student engagement* 4. *School climate*

how the student best learns and demonstrates learning								
Need: Students need a course in basic computer skills including the use of basic applications and the desktop. **Metrics**: • The number of students enrolling July 1 or later who complete the computer skills course • The number of students assigned to the course each learning period will be monitored	**Goal 3**: Improve computer literacy/basic computer skills	• All students enrolling July 1, 2014, or later will be required to complete the basic computer use course	• All sites will be required to offer the basic computer skills course and assign the course to incoming students effective July 1, 2014 • All students will be required to complete a basic computer skills course as a local graduation requirement		Computer literacy skills will improve by a minimum of 2% over the prior year	Computer literacy skills will improve by a minimum of 2% over the prior year	Computer literacy skills will improve by a minimum of 2% over the prior year	Goal 3: State Priorities 1, 2, 3 5. *Student Achievement* 6. *Other Outcomes* 7. *Student engagement*
Need: To align with the new common core state standards, students enrolling July 1, 2014, and after must complete at least one Career and Technical Education course	**Goal 4**: Increase college and career readiness	• All students enrolling July 1, 2014, or later will be required to complete a Career and Technical Education (CTE) course	• All sites will be required to offer a CTE course and assign the course to incoming students effective July 1, 2014.		Students' college and career readiness will increase by a minimum of 2% over the prior year	Students' college and career readiness will increase by a minimum of 2% over the prior year	Students' college and career readiness will increase by a minimum of 2% over the prior year	Goal 4: State priorities 2, 3 and 8 2. *Other Outcomes* 3. *Student engagement* 8. *Course access*

before graduation in order to be prepared for college and career upon graduation **Metrics:** • The number of students enrolling July 1 or later who complete a CTE course • The number of students assigned to a CTE course each learning period will be monitored • Number of students attending college/career readiness workshops scheduled by counselor		• All students enrolling July 1, 2014 or later will be required work with the academic counselor to gain information on college/career readiness, applications, and financial support	• All students will be required to complete a CTE course as a local graduation requirement					
Need: To increase the amount of parent/family involvement in the school, to recognize achievement of students in a public setting, and to increase	**Goal 5:** Increase stakeholder involvement	• All families will be invited to family nights held throughout the school year • Families will be invited to	• All sites will be required to hold a family nights at least once during the school year • All sites will		Stakeholder involvement in the school will increase by a minimum of 2% over the prior year	Stakeholder involvement in the school will increase by a minimum of 2% over the prior year	Stakeholder involvement in the school will increase by a minimum of 2% over the prior year	Goal 5: State priorities 2, 3, 6 and 7 2. *Other Outcomes* 3. *Student engagement* 6. *Parent Involvement* 7. *Implementati*

partnerships with community organizations, DSCHS will focus on building these areas in an effort to meet Goal 5. **Metrics:** • The number of people attending scheduled events • The number of family nights held throughout the year • The number of award events held throughout the year • The number of partnerships established between DSCHS and community organizations will increase		award nights hi-liting student achievement throughout the year • The number of partnerships between DSCHS and community organizations will increase during the school year	be required to hold an "Awards Night" hi-liting student achievement at least once during the school year • DSCHS as a whole will continue to increase the number of partnerships with community organization throughout the school year.					*on of CCSS*

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1: Increase student retention	Goal 1: State Priorities- 4. *School Climate* 5. *Basic Services* 6. *Parental involvement*	• Counselor Interventions- Lunch Bunch planned by counselor with student input; College Tours; Community Partnerships • Teacher Interventions- Phone calls by teachers, mentors, Student Success Team meetings if needed, Parent-Student-Teacher Conferences • Child Welfare and Attendance Technician/CWAT	All high school students LEA wide	(blank)	• Counselor interventions One on one and or small group interventions (2) counselors will provide services at a cost of $156,000 (B1, B3) • Are monitored by teachers as part of their duties at cost of no more than $52,000 (B1, B3) • CWAT will communicate with students and families		

		Interventions- home visits, meetings			to encourage school attendance (2)CWAT at a cost of $78,000 (B2, B3)		
		• Provide Transportation Assistance			• Provide transportation assistance Purchase transportation cards for students at a cost of $10,000 (B4)		
		• Provide snacks and water			• Provide a snack Snacks program Will be implemented at a cost of $5,000 (B4)		
		• Tutoring Services			• Tutoring services (5)Tutors will be provided at a cost of $136,000 (B1, B2, B3) LCFF Funding		
Goal 2: Increase credit completion	Goal 2: State Priorities *1. Student Achievement* *2. Other Outcomes* *3. Student engagement* *4. School Climate*	• Each student has an personalized Academic Plan • Parent-Student-Teacher conferences • Focus on ensuring students complete at least 20 core credits each semester	All high school students LEA wide		• Academic Plans, Parent-Student- Teacher Conferences, and credit completion are monitored by teachers as part of their duties and salary. Teachers' salaries $6,200,000 (B1, B3)		

		• Professional development on CCSS/NGSS/ Pedagogy			• Professional development on CCSS, NGSS and pedagogy PD will be provided for CCSS, NGSS at a cost of $20,000 (B5)		
		• New CCSS curriculum			• New CCSS curriculum Will be developed by Curriculum Instructional and Curriculum cohort members and Teachers on special assignment Specialist, at a cost of $121,000 (B1, B3)		
		• Counselors supporting college/career readiness			• Counselors supporting college readiness Services are provided as part of their duties and salary, $26,000 (B1, B3)		
		• All students will take the online diagnostic for ELA and math using Let's Go Learn			• Let's Go Learn Diagnostic Assessment program annual cost of $5,000 (B5)		
		• Students have access to student dashboard to monitor their own progress on our			• School Pathways Student Information System annual cost of $20,000 (B4)		

		Student Information System, School Pathways • Provide support courses for all students and English Language Learner students struggling in English and Math • Provide tutors for students throughout the day			• Read 180 and Math 180 program cost of $30,000 (B4) • Tutoring services (5)Tutors will be provided at a cost of $91,000 (B1, B2, B3) LCFF Funding		
Goal 3: Improve computer literacy/basic computer skills	Goal 3: State Priorities 1, 2, 3 1. *Student Achievement* 2. *Other Outcomes* 3. *Student engagement*	• Students will take a basic computer course upon enrollment • Provide students with digital devices • Online resources embedded in the curriculum; students will access open-source materials	All high school students LEA wide		• Students will take computer courses. Computer and online courses will be developed and or provided at a cost of $20,000 (B4) • Provide students with digital devices Devices will be purchased at a cost of $30,000 (B4) • Online resources will be developed as part of the New CCSS curriculum. Will be developed by Curriculum Instructional and Curriculum cohort members and Teachers on		

					special assignment Specialist, at a cost of $98,000 (B1, B3, B5)		
		• Online diagnostic assessments			• Online diagnostic assessments Will be purchased at a cost of $5,000 (B4) LCFF Funding		
Goal 4: Increase college and career readiness	Goal 4: State priorities 2, 3 and 8 4. *Other Outcomes* 5. *Student engagement* 8. *Course access*	• Counselor support – meetings with counselors, counselor-planned events • CTE courses provided	All high school students LEA wide		• Counselor support Services are provided as part of their duties and salary $15,000 (B1, B3) • CTE courses CTE courses will be developed/provided at a cost of $30,000 (B4, B5) LCFF Funding		
Goal 5: Increase stakeholder involvement	Goal 5: State priorities 2, 3, 6 and 7 2. *Other Outcomes* 3. *Student engagement* 6. *Parent Involvement* 7. *Implementation of*	• Hire a Child Welfare and Attendance Technician • Schedule Family nights • Schedule Award nights	All high school students LEA wide		• CWAT Services are provided as part of their duties and salary $14,000 (B2, B3) • Family nights staff will be compensated for attending events at an estimated cost of $10,000 (B2, B3) • Award nights Purchase awards at a cost		

| | *CCSS* | | | | of $2,000 (B4)
Will compensate staff for attending events at a cost of $10,000 (B2, B3) | | |
| | | • Establish partnerships
• Engage in outreach to community service clubs | | | • Partnerships
Outreach to community service clubs $10,000 (B5)
Will compensate staff for attending events at a cost of $5,000 (B2, B3)

LCFF Funding | | |

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Increase student	State Priorities 3 and 4	For special population students: counselors and teachers will encourage	LEA wide		Counselor provides referrals to outside agencies. This task is part		

retention rates		students to continue enrollment and will provide resources to help students remain in school.			of the paid counselor salary.$156,000 (B1, B3) Teachers provide additional support and refer students to school counselors. This task is part of the paid teacher salary.$198,000 (B1, B3) LCFF Funding		
	State Priorities 3 and 4	For English Learners: Students will receive English Language Development services.	LEA wide		An ELD Lead teacher will be assigned to the school site at a cost of $620,000 (B1, B3) ELD curriculum will be purchased at a cost of $60,000 (B4). Teacher training for ELD will be provided at a cost of $10,000 (B5) (1)ELD clerk at school site for identifying/testing/monito ring at a cost of $52,000 (B2, B3) On-site tutoring available to ELL students. (5) Tutors at a cost of $245,000 (B1, B2, B3) LCFF Funding		
Goal 2: Increase	State priorities 1	For low income Special populations: Counselors will support college readiness and teachers	LEA wide		Provide student access to online tutorials which may have to be developed at a cost of		

student credit completion	and 7	will conference with parents/guardians regarding academic progress. Provide student access to online tutorials. New ELD curriculum will include scaffolding for EL students. Provide student/parent portal. Require participation in parent-teacher conference each semester.			$8,000 (B4) Scaffolding of new curriculum may include curriculum development at a cost of $78,000 (B1, B3) Tutoring will be provided to support student's academic needs at a cost of $546,000 (B1, B2, B3), ELD lab classes (small groups) will be provided at cost of $178,000 (B1, B2, B3) Provide parents with student/parent portal access to School Pathways Information System at a cost of $40,000 (B4) Required parent-teacher conferences. This task is part of the paid teacher salary $66,000 (B1, B2, B3) LCFF Funding		
Goal 3: Improve computer literacy/basic skills	State priorities 2 and 8	For special population students: Students will be provided with digital devices, will be assigned to a computer course using school resources. Students will take online diagnostic assessments. Student success will be monitored by ELL support staff, counselors and assigned teachers.	LEA wide		Student success will be monitored by ELL support staff at a cost of $54,000 (B1, B3), counselors at a cost of $78,000 (B1, B3) and supervising teachers at a cost of $69,000 (B1, B3)		

Goal 4: Students will gain skills for college and career readiness.	State priorities 2 and 8	For low Special population students: counselors and teachers will require students to complete an introductory to CTE course and subsequent CTE courses Provide college field trips	LEA wide		CTE curriculum development . (2)CTE teachers at a cost of $34.000 (B1, B3) Purchase CTE materials at accost of $10,000 (B4) Cost of transportation per bus at a cost of $10,000 (B5) LCFF Funding		
Goal 5: Increase stakeholder involvement	State priorities 5 and 6.	For Special Population students: Provide transportation assistance to families who want to attend events, CWAT to increase attendance, create partnerships with community organizations.	LEA wide		Event expenses including flyers and notifications at a cost of $10,000 (B5) Provide transportation assistance for families at a cost of $10,000 (B5) CWAT salary at a cost of $34,000 (B1, B3) Hire a Director of Community partnerships at a cost of $39,000 (B2, B3) LCFF Funding		

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

Using the FCMAT LCFF calculator, Desert Sands Charter High School has calculated it will receive $2,595,257.00 in Supplemental and Concentration funding under the Local Control Funding Formula. The details of these expenditures are itemized in section 3B of this plan. It includes additional counseling, mentoring, tutoring, and technology upgrades to serve our at-risk and mobile population.

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

Desert Sands Charter High School has calculated it will receive $2,595,257.00 in Supplemental and Concentration funding under the Local Control Funding Formula. Their proportional percentage has been calculated at 13.04% and they have demonstrated they have met the proportional percentage by spending all supplemental and concentration funds allocated, on services for the unduplicated student population as outlined in Section 3B

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

1-03-14 [California Department of Education]