



LCAP 2017-2018

Aptitud Community Academy at Goss

June 8, 2017

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 14.5. Local Control Funding Formula

Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability Plan Template

Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants

§ 15494. Scope.

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

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

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

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

§ 15495. Definitions.

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

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

bodies or other groups representing pupils.

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

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

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

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

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

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

(h) "Services" as used in Education Code section 42238.07 may include, but are not limited to, services associated with the delivery

of instruction, administration, facilities, pupil support services, technology, and other general infrastructure necessary to operate and deliver educational instruction and related services.

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

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

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

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

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

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

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

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

services for unduplicated pupils must be increased or improved above services provided to all pupils in the fiscal year as follows:

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

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

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

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

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

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

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

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

(b) This subdivision identifies the conditions under which an LEA may use funds apportioned on the basis of the number and

concentration of unduplicated pupils for districtwide, schoolwide, countywide, or charter-wide purposes: Pursuant to Education Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved services for unduplicated pupils under subdivision (a) of this section by using funds to upgrade the entire educational program of a school site, a school district, a charter school, or a county office of education as follows:

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

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

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

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

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

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

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

(3) A school district that has an enrollment of unduplicated pupils at a school that is 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds

on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

8-22-14 [California Department of Education]

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Aptitud Community Academy at Goss

Contact: Maria-Teresa Manzanedo, Principal, maria.manzanedo@arusd.org, 408-928-7656

LCAP Year: 2017-18

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 school site, 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
<p>Aptitud Community Academy at Goss held a Local Control Accountability Plan / Input Session at a Principal-Parent Coffee Talk meeting on March 29, 2017. We gathered input for the District's 2017-18 LCAP. Staff also provided input at a meeting on April 4, 2017. This information will help us update our school's LCAP as well.</p> <p>The Middle School LCAP Student Survey for all 6th, 7th and 8th graders gathered additional input. Students completed the survey at school between April and May 2017. There were a total of XX student surveys completed.</p> <p>Family/Parent surveys were administered from XX to XX. There were XX Family/Parent surveys completed.</p>	<p>These are the trends that emerged from the various stakeholder input sessions as well as surveys :</p> <p>Conditions of Learning</p> <ul style="list-style-type: none"> •Professional Development for Common Core and Guided Language Acquisition for teachers •Extended year for teachers professional development •More collaboration time •More communication with parents about changes in Instruction/Curriculum •Positive school culture programs •More supervision at the schools •Additional counseling resources •Crossing guards/additional parking for staff <p>Additional Staff: full-time vice principal, resource teacher, full-time counselor</p> <p>Student Outcomes</p> <ul style="list-style-type: none"> •More technology: hardware, software, etc. – opportunities to use both at school and at home. •Additional academic support for students (interventions) •Professional development for teachers to support (CCSS, ELs, at-risk students, etc.) <p>Engagement</p> <ul style="list-style-type: none"> •Communication structures: Parent phone trees, e-mail, translators/interpreters, community liaison, more parent meetings. •Training for both parents and teachers on how to best work together •More parent trainings (ESL, CCSS, at-risk students, technology, etc.) •More social events, recognitions, celebrations, etc. •Extracurricular activities for students •More technology

	<ul style="list-style-type: none">•Rewards/recognition for student attendance <p>Out of the input from parents, staff, and data, Aptitud will focus on:</p> <ul style="list-style-type: none">•Effectively transitioning to the common core through professional development, professional learning communities, and collaboration time•Provide support for English Language Learners by professional development, professional learning communities, and collaboration time.•Provide targeted, Common Core Standards Based intervention for at-risk students through personalized instruction, and collaboration time.•Provide a positive school climate by implementing positive school climate program and student recognition.•Ensure all decisions are aligned to Aptitud's charter petition by communicating with the advisory board, community, and staff.
Annual Update:	Annual Update:

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, school site-level advisory groups, as applicable (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.

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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a checkmark 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 school sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

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

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

Scope of Service: Describe the scope of each action/service by identifying the school sites 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 charter wide.

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 checkmark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a checkmark 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 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 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 school sites?**
- 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 school sites, 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:	Effectively transition to the common core through professional development, professional learning communities, and collaboration time		Related State and/or Local Priorities: 1__ 2_x 3_x 4_x 5__ 6__ 7_x 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	According to Smarter Balanced Assessment Consortium (SBAC) less than 31% of students are proficient in ELA and 19% in Math.			
Goal Applies to:	Schools: Aptitud Community Academy at Goss	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2017-18				
Expected Annual Measurable Outcomes:	65% of students measured by SBAC Assessment will meet or exceed standard.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Common Core Professional Development <ul style="list-style-type: none"> • Performance tasks • i-Ready • Benchmark Performance Task • SBAC Practice Tests 	Instructional Leader and Resource Teacher Training	_x_ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	none	
Professional Learning Communities <ul style="list-style-type: none"> • ILT PLC • Instructional Leader • Assistant Principal • Instructional Leadership Team 	District Led PLCs Grade level substitutes for full day release for PLCs	_x_ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	none	

Collaboration Time <ul style="list-style-type: none"> Results Oriented Cycle of Inquiry around district assessments including math, reading and writing i-Ready data – identify profile 1 students for small group re-teaching/interventions SBAC Performance Tasks – teach note taking using two sources. Teach how to use notes to be proficient in all genres of writing. 	Weekly collaboration time with the use of City Year Training on performance task structure Training on analyzing i-Ready data	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
LCAP Year 2: 2018-19			
Expected Annual Measurable Outcomes:	70% of students, measured by SBAC Assessment, will reach proficiency		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Common Core Professional Development <ul style="list-style-type: none"> Performance tasks i-Ready Benchmark Performance Task SBAC Practice Tests	Instructional Leader and Resource Teacher Training	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	none

Professional Learning Communities <ul style="list-style-type: none"> • ILT PLC • Instructional Leader • Assistant Principal • Instructional Leadership Team 	District Led PLCs Grade level substitutes for full day release for PLCs	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	none
Collaboration Time <ul style="list-style-type: none"> • Results Oriented Cycle of Inquiry around district assessments including math, reading and writing • i-Ready data – identify profile 1 students for small group re-teaching/interventions SBAC Performance Tasks – teach note taking using two sources. Teach how to use notes to be proficient in all genres of writing.	Weekly collaboration time with the use of City Year Training on performance task structure Training on analyzing i-Ready data	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
LCAP Year 3: 2019-20			
Expected Annual Measurable Outcomes:	75% of students, measured by SBAC Assessment, will reach proficiency.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Common Core Professional Development <ul style="list-style-type: none"> • Performance tasks • i-Ready • Benchmark Performance Task SBAC Practice Tests	Instructional Leader and Resource Teacher Training	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	none
Professional Learning Communities <ul style="list-style-type: none"> • ILT PLC • Instructional Leader • Assistant Principal • Instructional Leadership Team 	District Led PLCs Grade level substitutes for full day release for PLCs	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	none
Collaboration Time <ul style="list-style-type: none"> • Results Oriented Cycle of Inquiry around district assessments including math, reading and writing • i-Ready data – identify profile 1 students for small group re-teaching/interventions SBAC Performance Tasks – teach note taking using two sources. Teach how to use notes to be proficient in all genres of writing.	Weekly collaboration time with the use of City Year Training on performance task structure	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	

	Training on analyzing i-Ready data		
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GOAL: 2	Provide support for English learners so that they reach grade level proficiency and English language proficiency.		Related State and/or Local Priorities: 1__ 2_x 3_x 4_x 5__ 6__ 7_x 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	89% of students are English Language Learners			
Goal Applies to:	Schools:	Aptitud Community Academy at Goss		
	Applicable Pupil Subgroups:	English Learners		
LCAP Year 1: 2017-18				
Expected Annual Measurable Outcomes:	100% teachers will attend Constructing Meaning professional development and three elementary teachers will receive training on Saturdays. 80% of classrooms visited will demonstrate evidence of GLAD or CM strategies throughout the day. Establish baseline for English learner proficiency as measured by SBAC Assessment. 65% of English learners will advance one language proficiency level, as measured by CELDT. 30% of English learners in cohort 1 will reach English proficiency, as measured by CELDT. 53% of English learners in cohort 2 will reach English proficiency, as measured by CELDT.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Students will be engaged and supported to use academic language with tiered sentence frames around core skills such as summarizing, cause and effect, compare and contrast, etc.	Professional Development	__ALL ----- OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Accelerate ELL learning by providing one on one or small group tutoring and an extended learning time for one hundred students	City Year will pull student(s) and provide tutoring on ELA skills determined by Benchmark data and teacher input	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	None (paid at district level)
LCAP Year 2: 2018-19			
Expected Annual Measurable Outcomes:	100% of staff will or will have participate(d) in Constructing Meaning professional development 90% of classrooms visited will demonstrate evidence of GLAD or CM strategies throughout the day. Increase English learner proficiency on SBAC Assessment by 10%. 70% of English learners will advance one language proficiency level, as measured by CELDT. 35% of English learners in cohort 1 will reach English proficiency, as measured by CELDT. 58% of English learners in cohort 2 will reach English proficiency, as measured by CELDT.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Students will be engaged and supported to use academic language with tiered sentence frames around core skills such as summarizing, cause and effect, compare and contrast, etc.	Professional Development	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Accelerate ELL learning by providing one on one or small group tutoring and an extended learning time for one hundred students	City Year will pull student(s) and provide tutoring on ELA skills determined by Benchmark data and teacher input	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
LCAP Year 3: 2019-20			
Expected Annual : 100% of staff will participate in GLAD professional development.			

Measurable Outcomes:	80% staff will show results of Constructing Meaning or GLAD strategies evidenced by walkthroughs. 75% of students will Increase English learner proficiency on SBAC Assessment by 10%. 100% of classrooms visited will demonstrate evidence of GLAD strategies throughout the day. 75% of English learners will advance one language proficiency level, as measured by CELDT.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will be engaged and supported to use academic language with tiered sentence frames around core skills such as summarizing, cause and effect, compare and contrast, etc.	Professional Development	__ALL ----- OR: __Low Income pupils __xEnglish Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Accelerate ELL learning by providing one on one or small group tutoring and an extended learning time for one hundred students	City Year will pull student(s) and provide tutoring on ELA skills determined by Benchmark data and teacher input	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
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GOAL 3:	Provide targeted, Common Core Standards Based intervention for at-risk students through personalized instruction, and collaboration time		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	69% of students are below grade in ELA and 81% of students are below grade level in math (according to SBAC/CAASPP data results), therefore requiring the district to ensure that we are providing instruction and additional support that meets students' academic needs.			
Goal Applies to:	Schools: Aptitud Community Academy at Goss Applicable Pupil Subgroups: All			
LCAP Year 1: 2017-18				
Expected Annual Measurable Outcomes:	80% of staff agree/strongly agrees that PD/PLCs support their work with at-risk students. 90% of classrooms visited demonstrate evidence of differentiation for at-risk students. Establish baseline for student proficiency as measured by SBAC. Demonstrate 1.5 years growth in reading, as measured by SBAC.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Teachers will use curriculum assessments to go through the results oriented cycle of inquiry (ROCI) once a week during collaboration time and use the information to create small group intervention needs.	An extra one hour embedded into weekly schedule that allows grade levels to ROCI	__XALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	none	

Teachers will use i-Ready data and pull profile one students during independent work times and use i-Ready created lessons in small like-needed groups in ELA and Math.	Use of i-Ready data to identify profile 1 students and needs	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	none
Provide quarterly grade level release days for lesson planning and lesson studies to improve common core lessons and teaching in classrooms	Create travel release forms allowing grade levels to collaborate around CCSS lesson planning and lesson studies	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Substitute pay for release days and extended duty rate for beyond the work day collaboration
LCAP Year 2: 2018-19			
Expected Annual Measurable Outcomes:	90% of staff agree/strongly agrees that PD/PLCs support their work with at-risk students. 100% of classrooms visited demonstrate evidence of differentiation for at-risk students. Decrease percentage of students at-risk by 10% of previous year, as measured on SBAC. Demonstrate 1.5 years growth in reading, as measured by SBAC.		
Actions/Services	Scope of	Pupils to be served within identified scope of	Budgeted

	Service	service	Expenditures
Teachers will use curriculum assessments to go through the results oriented cycle of inquiry (ROCI) once a week during collaboration time and use the information to create small group intervention needs.	An extra one hour embedded into weekly schedule that allows grade levels to ROCI	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	none
Teachers will use i-Ready data and pull profile one students during independent work times and use i-Ready created lessons in small like-needed groups in ELA and Math.	Use of i-Ready data to identify profile 1 students and needs	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	none
Provide quarterly grade level release days for lesson planning and lesson studies to improve common core lessons and teaching in classrooms	Create travel release forms allowing grade levels to collaborat	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Substitute pay for release days and extended duty rate for beyond the work day

	e around CCSS lesson planning and lesson studies		collaboration
LCAP Year 3: 2019-20			
Expected Annual Measurable Outcomes:	100% of staff agree/strongly agrees that PD/PLCs support their work with at-risk students. Decrease percentage of students at-risk by 10% of previous year, as measured on SBAC. Demonstrate 1.5 years growth in reading, as measured by SBAC.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will use curriculum assessments to go through the results oriented cycle of inquiry (ROCI) once a week during collaboration time and use the information to create small group intervention needs.	An extra one hour embedded into weekly schedule that allows grade levels to ROCI	__XALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	none

Teachers will use i-Ready data and pull profile one students during independent work times and use i-Ready created lessons in small like-needed groups in ELA and Math.	Use of i-Ready data to identify profile 1 students and needs	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	none
Provide quarterly grade level release days for lesson planning and lesson studies to improve common core lessons and teaching in classrooms	Create travel release forms allowing grade levels to collaborate around CCSS lesson planning and lesson studies	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Substitute pay for release days and extended duty rate for beyond the work day collaboration

GOAL 4:	Provide a positive school climate by implementing positive school climate program and student recognition.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	Increased amount of office referrals and suspensions. Attendance rate below 97.5%			
Goal Applies to:	Schools:	Aptitud Community Academy at Goss		
	Applicable Pupil	All		
	Subgroups:			
LCAP Year 1: 2017-18				
Expected Annual Measurable Outcomes:	Attain 97% Average Daily Attendance Rate.			
	Decrease suspension rate by 10%.			
	100% staff be trained in Positive Behavior Intervention Support (PBIS)			
	Survey responses from staff, parents, and students will indicate that 80% feel safe and welcomed within their schools.			
	Survey responses from staff, parents, and students will indicate that 80% consider their schools to be safe, clean, and in good repair.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
All staff will be trained and will implement school-wide a Positive Behavior Intervention Support system.	Professional Development	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____		Cost of training and extended duty pay for teachers

Monthly recognitions for students for academic performance, behavior, and attendance. Also students can earn "Gator Bucks" for positive behavior to spend on free dress passes or other items at the Gator Store.	Academic performance and positive behavior incentives	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$32,000 Playworks Coach \$300 certificates and prizes
Professional development for parents and staff – assemblies and workshops for students on Cyber-Bullying, bullying, gangs, academics (A to G requirements), health and nutrition.	Community Stakeholders present from August - May (Santa Clara County Sheriff's Office, ARCC, Foothill Community Center,	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	none
LCAP Year 2: 2018-19			
Expected Annual Measurable Outcomes:	Attain 97.5% Average Daily Attendance Rate. Decrease suspension rate by 10%. 90% of schools have implemented a Positive Behavior Intervention System. Survey responses from staff, parents, and students will indicate that 90% feel safe and welcomed within their		

<p>schools.</p> <p>Survey responses from staff, parents, and students will indicate that 90% consider their schools to be safe, clean, and in good repair</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
New staff will be trained and all staff will implement school-wide a Positive Behavior Intervention Support system.	Staff will participate in PBIS training	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Monthly recognitions for students for academic performance, behavior, and attendance. Also students can earn "Gator Bucks" for positive behavior to spend on free dress passes or other items at the Gator Store.	Academic performance and positive behavior incentives	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$32,000 Playworks Coach
Professional development for parents and staff – assemblies and workshops for students on Cyber-Bullying, bullying, gangs, academics (A to G requirements), health and nutrition.	Community Stakeholders present from August - May (Santa	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	none

	Clara County Sheriff's Office, ARCC, Foothill Communit y Center,		
LCAP Year 3: 2019-20			
Expected Annual Measurable Outcomes:	<p>Attain 98% Average Daily Attendance Rate.</p> <p>Decrease suspension rate by 10%.</p> <p>100% of schools have implemented a Positive Behavior Intervention System.</p> <p>Survey responses from staff, parents, and students will indicate that 100% feel safe and welcomed within their schools.</p> <p>Survey responses from staff, parents, and students will indicate that 100% consider their schools to be safe, clean, and in good repair.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
New staff will be trained and all staff will implement school-wide a Positive Behavior Intervention Support system.	Staff will participate in PBIS training	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	District funded

Monthly recognitions for students for academic performance, behavior, and attendance. Also students can earn "Gator Bucks" for positive behavior to spend on free dress passes or other items at the Gator Store.	Academic performance and positive behavior incentives	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$32,000 Playworks Coach \$300 certificates and prizes Refer to SPSA
Professional development for parents and staff - assemblies and workshops for students on Cyber-Bullying, bullying, gangs, academics (A to G requirements), health and nutrition.	Community Stakeholders present from August - May (Santa Clara County Sheriff's Office, ARCC, Foothill Community Center,	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	none

GOAL 5:	Provide ongoing, aligned professional development and collaborative opportunities for staff, to ensure the academic success of all students.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	New implementation Common Core and Increased Expectation of Use of Technology			
Goal Applies to:	Schools: Aptitud Community Academy at Goss Applicable Pupil Subgroups:	All		
LCAP Year 1: 2017-18				
Expected Annual Measurable Outcomes:	95% of certificated staff participates in a professional learning community. 80% of professional development evaluations will indicate that participants agree/strongly agree that the professional development supports them in strengthening their instructional practices. 100% of classrooms will be covered by a qualified substitute during professional development days.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Staff will receive professional development through the district, through PLC work and through staff meetings/collaborative meetings.	District calendar and cycle of inquiry	__x__ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost of PD and extended duty pay not to exceed \$10,000	
Classrooms will reflect a blended learning model where students are working in groups with technology, with teacher and in collaborative project	Walkthroughs by principal using district tool	__x__ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Purchase 2 Additional computer carts	

Field Trips to other sites within ARUSD and in other school districts to view blended learning and use of technology.	As available	<input checked="" type="checkbox"/> <u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Purchase 2 Additional computer carts
LCAP Year 2: 2018-19			
Expected Annual Measurable Outcomes:	100% of certificated staff participates in a professional learning community. 90% of professional development evaluations will indicate that participants agree/strongly agree that the professional development supports them in strengthening their instructional practices.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff will receive professional development through the district, through PLC work and through staff meetings/collaborative meetings.	District calendar and cycle of inquiry	<input checked="" type="checkbox"/> <u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Cost of PD and extended duty pay \$10,000
Classrooms will reflect a blended learning model where students are working in groups with technology, with teacher and in collaborative project	Walkthroughs by principal using district tool	<input checked="" type="checkbox"/> <u>x</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Purchase 2 Additional computer carts
Field trips to other sites within ARUSD and in other school districts to view blended learning and use of technology.	As available	<input checked="" type="checkbox"/> <u>x</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Substitute pay

LCAP Year 3: 2019-20				
Expected Annual Measurable Outcomes:	100% of certificated staff participates in a professional learning community. 100% of professional development evaluations will indicate that participants agree/strongly agree that the professional development supports them in strengthening their instructional practices.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Staff will receive professional development through the district, through PLC work and through staff meetings/collaborative meetings.	District calendar and cycle of inquiry	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Cost of PD and extended duty pay \$10,000	
Classrooms will reflect a blended learning model where students are working in groups with technology, with teacher and in collaborative project	Walkthroughs by principal using district tool	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Purchase 2 Additional computer carts	

Field Trips to other sites within ARUSD and in other school districts to view blended learning and use of technology.	As available	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Substitute pay
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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 school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:				Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: _____			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 65% of students measured by SBAC Assessment will meet or exceed standard. 	Actual Annual Measurable Outcomes:	Will report results in Summer 2017	
LCAP Year: 2016-17				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Common Core Professional Development <ul style="list-style-type: none"> Performance Tasks i_Ready Writing: Narrative, Informative and Argumentative SBAC practice tests 	\$10,000	Teachers received Professional Development in Constructing Meaning, i-Ready, Benchmarks Curriculum throughout the school year. SBAC practice tests were reviewed with teachers at staff meetings.	\$10,000	
Scope of service:		Scope of service:		

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Professional Learning Communities <ul style="list-style-type: none"> Kindergarten Writing Second - writing Instructional Leader Resource Teacher 			Teachers received Benchmark training due to newly adopted curriculum.		
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?					

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 charter wide manner as specified in 5 CCR 15496.

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

Total amount of Supplemental and Concentration grant funds calculated:		\$ _____

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.

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8-22-14 [California Department of Education]