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

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Introduction:

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LCAP Year: 2014

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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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
Parents, community members, pupils, school staff, and other stakeholders have been engaged and involved in developing, reviewing and supporting implementation of the LCAP by attending planned meetings content specific to identified stakeholders. The parent meetings were scheduled based on the three specific target groups; low income students, English learners, and foster youth. Antelope Valley Learning Academy (AVLA) held staff meeting for all certificated and classified staff members, and the staff in return shared their knowledge with their students during individual appointment times and/or within AVLA club meetings. Regardless of the stakeholder, AVLA school goals were discussed in relation to the three metrics of conditions of learning, pupil outcomes and engagement. In addition, all involved parties were presented with the new LCFF and provided a description of the previous funding formula for schools as compared to the new LCFF. Finally, all involved parties were presented with a survey in which they were provided an opportunity to share what they like about AVLA, ways we can improve, suggestions for greater parental involvement and improved student engagement, programs they would like to see offered, and how we can better prepare students for college and career. Scheduled Stakeholder Meetings Discussing LCFF and LCAP: **Antelope Valley Learning Academy**	Results of the survey help to guide and define the school goals over the next three years. The LCFF provides greater control to LEA as we strive to build a school and provide programs that effectively meet the needs of the students we serve. In addition, the LCFF assures that low income students, English learners, and foster youth receive adequate funding towards additional academic support and resources. Some of the specific areas of concern/suggestions being presented by our stake holders include: 1. Additional academic workshops/labs in all core subject areas 2. Additional CAHSEE ELA and CAHSEE math prep courses throughout the week 3. Specific courses/workshops focused on academic skills (study skills, organizational skills, time management, writing skills, test taking skills, etc.) 4. Accelerated EL workshops for students who want to move through the materials at a faster pace 5. Offering of high interest courses in all formats (on-line, blended learning, independent study) that are career aligned. Career Technical Education (CTE) courses and Vocational type courses
Staff Meetings/Surveys: Wednesday, 2/19/2014 and Monday, 3/3/2014	

Involvement Process		Impact on LCAP
Stakeholder Meetings/Surveys:	Tuesday, 3/18/2014 @ 10:00 AM and 4:00 PM, ongoing	

Antelope Valley Academy High School

Staff Meetings/Surveys:	Tuesday, 2/26/2014	
English Language Learners Parents/Adult Students:	Tuesday, 3/25/2014 @ 8:00 AM and 5:00 PM Tuesday, 4/22/2014 @ 8:00 AM and 5:00 PM	
Economically Challenged Parents/Adults:	Thursday, 3/27/2014 @ 5:00 PM Thursday, 4/24/2014 @ 8:00 AM and 5:00 PM	
Foster Youth Parents/Students:	Wednesday, 4/2/2014	
9th Grade Students	4/21/2014, ongoing	
10th Grade Students	3/18/2014, ongoing	
11th Grade Students	4/7/2014, ongoing	
12th Grade Students	3/24/2014, ongoing	
Adult Students	3/24/2014, ongoing	

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 Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 -15	Year 2: 2015-16	Year 3: 2016-17	
Need: AVLA needs to increase its retention rate of all students from the time of enrollment through graduation	<u>Goal #1:</u> Increase student retention rate	All pupils	All high school students	(BLANK)	Transient drop rates will decrease <u>3%</u> from <u>46%</u> Annual graduate rate will increase <u>3%</u> from <u>7%</u> Annual dropout rate will decrease			State Priorities: 3, 4, 5

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 -15	Year 2: 2015-16	Year 3: 2016-17	
Metrics: Transiency Rates, Graduation Rates, Dropout Rates					3% from 36.1%			
Need: AVLA needs to increase students' annual credit completion percentages indicating adequate progress towards a high school diploma **Metrics:**	**Goal #2:** Increase Student Credit Completion Towards a High School Diploma	All Pupils	All high school students	(BLANK)	Average credit completion rates will increase 20% from 2.15 credits per learning period Annual graduate rate will increase 3% from 7% CAHSEE ELA pass rates will increase 5% from 52%			State Priorities: 1, 2, 3, 4, 7

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 -15	Year 2: 2015-16	Year 3: 2016-17	
Credit Completion Averages, Graduation Rates, CAHSEE Pass Rates					CAHSEE Math Pass rates will increase <u>5%</u> from <u>33%</u>			
Need: AVLA needs to be sure all students possess fundamental computer skills required for both a student and post-graduate **Metrics:** Student	<u>Goal #3:</u> Improve Student basic skills in computer literacy	All Pupils	All high school students	(BLANK)	Establish program requirement of all students completing a least one online course to determine initial year percentage Implement monitoring system to track all students completing courses that are computer specific			State Priorities: 2, 7, 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 -15	Year 2: 2015-16	Year 3: 2016-17	
participation in online learning, Student participation in computer specific courses					to determine initial year percentage			
Need: AVLA needs to be sure all students graduate with necessary college and career readiness skills to ensure initial success in their future	<u>**Goal #4:**</u> Students will gain college and career readiness	All Pupils	All high school students	(BLANK)	Establish program requirement of all students completing a least one CTE course to determine initial year percentage Implement monitoring system to track all students completing CTE soft-courses to			State Priorities: 2, 7, 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 -15	Year 2: 2015-16	Year 3: 2016-17	
endeavors beyond high school **Metrics:** CTE course enrollment and completion percentages					determine initial year percentage			
Need: AVLA needs to increase stakeholder involvement throughout its educational program **Metrics:** Increased participation	Goal #5: Increase stakeholder involvement	All Pupils	All high school students	(BLANK)	Stakeholder attendance/ participation in school events increase 5% Parent/Guardian participation in PAC meetings increase 5%			State Priorities: 5, 6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 -15	Year 2: 2015-16	Year 3: 2016-17	
from stakeholders with all school related functions								

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 rate	State Priorities: 3, 4, 5	• Learning Success Course for all students • Counselor interventions • Academic support through supplemental core/elective course workshops/labs • Use of Learning Styles assessment • Onsite tutoring services • Teacher intervention	All high school students LEA wide	(blank)	• Require the Learning Success Course for all students to provide necessary skills for academic success in a personalized learning environment – contract services. Costs: $200,000 (B5) • Counselor interventions conducted in a one-on-one or small group intervention settings (2) Counselor salary: $30,000 (B1, B3) • Academic support through supplemental core/elective		

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
		workshops through RTI • CWAT interventions • Ongoing communication with students/ parents regarding academic success • Safe and secure facilities are required to maintain an effective educational program.			course workshops/labs Cost to conduct workshops/labs not to exceed: $20,000 (B4, B5) • Use of Learning Styles assessment to guide academic course assignments and delivery of instruction Learning Styles assessment cost: $27,500 (B4, B5) • Onsite tutoring services provided five days per week during all operational hours (8) Tutors wages: $300,000 (B2, B3) • Teacher intervention workshops through RTI RTI workshop cost: $9,045 (B5) • CWAT interventions to communicate and monitor student attendance expectations CWAT salary: $59,800 (B2, B3) • Ongoing teacher communication with students/parents regarding		

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**
					academic success. This is part of the teaching staff responsibilities. Teaching staff salaries: $1,075,000 (B1, B3)

Materials, books, equipment and software: Cost: $740,000 (B4)

Facilities: Cost: $505,000 (B5)

Other Services and Operating Expenses - i.e., contracted services, marketing, insurance, utilities, maintenance, etc. Cost: $2,000,000

LCFF Funding | | |
| **Goal #2:** Increase Student Credit Completion Towards a High School Diploma | State Priorities: 1, 2, 3, 4, 7 | • Use of academic plans for all students
• Parent/teachers conferences
• Counselor support on college readiness
• CAHSEE ELA and CAHSEE math prep | All high school students LEA wide | (blank) | • Use of personalized academic plans for all students as part of the teachers regular job duties
  Teacher salaries:$1,075,000 (B1, B3)
• Parent/teacher conferences discussing academic | | |

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
		workshops • Professional development on CCSS, NGSS and pedagogy • Development and monitoring of CCSS curriculum			achievement as part of the teachers regular job duties Teacher salaries:$1,075,000 (B1, B3) • Counselor support on college readiness as part of the counselors regular job duties (2) Counselor salary: $15,000 (B1, B3) • CAHSEE ELA and CAHSEE math prep workshops. Cost to conduct workshops/ labs not to exceed: $12,000 B4, B5) • Professional development on CCSS, NGSS and pedagogy PD Cost of: $21,580 (B5) • Development and monitoring of CCSS curriculum by curriculum cohort members and teachers on special assignment Stipend costs for curriculum cohort members and teachers on special assignment : $100,000 (B1),B3) and $1,075,000 (B1, B3) respectively		

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**
					LCFF Funding		
Goal #3: Improve Student basic skills in computer literacy	State Priorities: 2, 7, 8	• Learning Success Course for all students to include computer basics • Use of online diagnostic assessments • Computer workshops/labs • Online Learning graduation requirements with online courses • Online resources/ access to open-source materials embedded in curriculum • Ongoing professional development for teachers on technology in the teaching/learning process • Student access to computers/digital devices	All high school students LEA wide	(blank)	• Require Learning Success Course for all students to include computer basics • Use of online diagnostic assessments to determine proper course placement and academic abilities Diagnostic assessment costs: $27,500 (B4, B5) • Computer workshops/labs Cost to conduct workshops/labs not to exceed: $20,000 (B4, B5) • Online learning graduation requirements with online courses Online course costs and licenses: $20,000 (B4, B5) • Online resources/ access to open-source materials embedded in curriculum Stipend costs for curriculum cohort members and teachers on special assignment : $100,000 (B1) and $1,075,000 (B1, B3) respectively		

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
					• Student access to computers/ digital devices Additional purchases of student computers and digital devices at a cost of: $80,000 (B4) • Ongoing professional development on technology in the teaching/learning process Technology PDs on online learning, technology in teaching, and understanding diagnostic assessments for all education staff at a cost of: $5,000 (B5) LCFF Funding		
Goal #4: Students will gain college and career readiness	State Priorities: 2, 7, 8	• College/Career Exploration Course • Counselor Support • Create and offer CTE Courses • Create and offer soft-CTE Courses	All high school students LEA wide	(blank)	• Requirement of College/Career Exploration Course • Counselor Support regarding college and career readiness is provided to all students as part of their regular job duties (2) Counselor salary: $15,000 (B1, B3)		

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
					• CTE Courses development CTE teacher/s salary: $1,075,000 (B1, B3) CTE course development/ materials cost: $20,000 (B4, B5) • Soft-CTE Courses development Soft-CTE course development/cost: $20,000 (B4, B5) LCFF Funding		
Goal #5: Increase stakeholder involvement	State Priorities: 5, 6	• Quarterly Parent Advisory Committee Meetings • Family Nights • Award Nights • Community partnerships and outreaches Quarterly Newsletters • CWAT intervention to work with students/families to encourage greater engagement in students' academics	All high school students LEA wide	(blank)	• Quarterly Parent Advisory Committee Meetings • Family Nights to showcase school programs and interventions Activity budget: $5,000 (B5) • Award Nights to recognize student successes Purchase awards at a cost of: $15,000 (B4) • Community partnerships and outreaches • Quarterly Newsletters Editing and publishing cost of: $5,000 (B5) • CWAT services provided as part of their regular job duties		

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
					CWAT salary: $32,200 (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 retention rate	State priorities: 3, 4, 5	**For Special Populations:** • Counselors and teachers to provide students access to resources to help them stay in school • Provide transportation assistance	LEA wide		• Counselors to provide referrals to outside agencies to be done as part of the counselor's regular job duties. (2) Counselor salary: $72,107 (B1, B3) • Teachers provide guidance as part of their regular responsibilities Teachers' salaries $245,130 (B1, B3) • Provide transportation assistance to students who cannot attend school regularly due to transportation costs. Purchase bus passes for students at a cost of: $13,521 (B4)		

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
		For English Learners: • Provide EL support through appropriate ELD workshops/courses • PD for all teachers and tutors using SDAIE strategies in all subject areas • Require all EL students to take CAHSEE ELA and CAHSEE math prep workshops	LEA wide		• Provide EL support through appropriate ELD workshops/courses ELD program costs: $3,575 (B4, B5) ELD teacher salary: $229,058 (B1, B3) ELD curriculum development $3,575 (B4, B5) • PD for all teachers and tutors using SDAIE strategies in all subject areas: SDAIE and ELD PD cost: $18,290 (B5) • Require all EL students to take CAHSEE ELA and CAHSEE math prep workshops Workshops taught by teaching staff at a cost of $23,855 (B4, B5) LCFF Funding		
Goal #2: Increase Student Credit Completion Towards a High School Diploma	State Priorities: 1, 2, 3, 4, 7	**For Special Populations:** • Counselor support with college readiness • For Special Populations Foster Youth, provide	LEA wide		• Counselor academic support with college readiness (2) Counselor salary: $18,026 (B1, B3) • Establish new tutoring guidelines and follow-up procedures for all core teachers and counselors		

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
		ongoing tutoring opportunities for students with follow-up from the students core teachers and counselors			when dealing with foster youth		
		For English Learners: • Provide EL support through appropriate ELD workshops/courses • PD for all teachers and tutors using SDAIE strategies in all subject areas	LEA wide		• Provide EL support through appropriate ELD workshops/courses ELD program costs: $7,150 (B4, B5) ELD teacher salary: $186,667 (B1, B3) ELD curriculum development $7,150 (B4, B5) • PD for all teachers and tutors using SDAIE strategies in all subject areas SDAIE and ELD PD cost: $18,290 (B5) LCFF Funding		
Goal #3: Improve Student basic skills in computer literacy	State Priorities: 2, 7, 8	**For Special Populations::** • Teachers and/or tutors will be available for all students needing	LEA wide		• Teachers and/or tutors will be available for all students needing assistance with technology as part of their regular job duties Teacher salaries:		

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
		assistance with technology			$40,017(B1, B3) (8) Tutor salaries $213,400 (B1, B2, B3)		
		For English Learners: • ELD coursework and workshops will utilize technology on a regular basis	LEA wide		• ELD coursework and workshops will utilize technology on a regular basis ELD program costs: $2,860 (B4, B5) ELD teacher salary: $40,017 (B1, B3) ELD curriculum development: $2,860 (B4, B5) LCFF Funding		
Goal #4: Students will gain college and career readiness	State Priorities: 2, 7, 8	**For Special Populations:** • Provide College Field Trips • Require students to complete CTE soft-courses and CTE courses aligned with the results on a career inventory assessment	LEA wide		• Provide College Field Trips Transportation costs: $33,000 (B4) Meal costs: $13,932 (B5) • Require students to complete CTE soft-courses and CTE courses aligned with the results on a career inventory assessment CTE teacher/s salary: $42,300 (B1, B3) CTE course development/ materials cost: $12,298 (B4, B5) Soft-CTE course		

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**
					development/cost: $12,298 (B4, B5)		
		For English Learners: • ELD coursework and workshops will include college and career skills alignment • Provide College Field Trips • Require students to complete CTE soft-courses and CTE courses	LEA wide		• ELD coursework and workshops will include college and career skills alignment ELD program costs: $7,425 (B4, B5) ELD teacher salary: $35,017 (B1, B3) ELD curriculum development: $7,425 (B4, B5) • Provide College Field Trips Transportation costs: $7,000(B5) Meal costs: $2,268 (B5) • Require students to complete CTE soft-courses and CTE courses CTE teacher/s salary: $7,700 (B1, B3) CTE course development/ materials cost: $2,002 (B4, B5) Soft-CTE course development/cost: $2,002 (B4, B5)		

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
					LCFF Funding		
Goal #5: Increase stakeholder involvement	State Priorities: 5, 6	**For Special Populations:** • Actively engage parents and guardians to support their child's education at home through the expansion of outreach, referrals, and parent education workshops conducted by teachers, counselors, and/or administrators • Provide transportation assistance to parents/guardians to attend teacher conferences, school events, CWAT meetings, and PAC meetings • Provide a school mentoring program	LEA wide		• Event expenses including flyers and notification of all school activities and events Advertisement costs: $12,500 (B5) • Stipend costs for teachers/ counselors working beyond their normal work hours to conduct parent workshops Parent workshop stipend amount: $10,004 (B1, B3) • Parent/guardian transportation assistance to all parents/guardians who cannot attend due to transportation costs to all school related activities and events Purchase bus passes for Parents/guardians at a cost of: $11,300 (B4) • Establish a school mentoring program through the counseling program (2) Counselor salary: $18,027 (B1, B3)		
		For English Learners:	LEA wide		• Event expenses including		

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
		• Actively engage parents and guardians to support their child's education at home through the expansion of outreach, referrals, and parent education workshops utilizing SDAIE strategies conducted by EL teachers, counselors, and/or administrators			flyers and notification of all school activities and events Advertisement costs: $12,500 (B5) • Stipend costs for teachers/ counselors working beyond their normal work hours to conduct parent workshops using SDAIE strategies Parent workshop stipend amount: $10,004 (B1, B3) LCFF Funding		

A. 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, Antelope Valley Learning Academy has calculated it will receive $1,358,700 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.

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

Antelope Valley Learning Academy has calculated it will receive $1,358,700 in Supplemental and Concentration funding under the Local Control Funding Formula.

Their proportional percentage has been calculated at 10.75% 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.