

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

LEA: DENAIR ACADEMIC AVENUES Contact (Name, Title, Email, Phone Number): FAWN OLIVER, DIRECTOR OF STUDENT SUPPORT SERVICES,
FOLIVER@DUSD.K12.CA.US, (209)632-7514 LCAP Year: 2014/15

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

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

Involvement Process	Impact on LCAP
<p>Parent, Staff, Student and community input has been engaged through the use of surveys and Stakeholder meetings. Stakeholder concerns include:</p> <ul style="list-style-type: none"> • Increase modern language and visual/performing arts programs • Improve community/parent involvement • Improve student engagement • Hire highly qualified teachers • Increase staff development • Offer more challenging curriculum • Increase English Learner support • Adequate amount of staff for student safety • Implement Common Core consistently • Improve communication regarding promotion readiness • Maintain small class sizes • Increase parental access to computers for Parent Connect <p>Throughout the Stakeholder input process, charter staff reviewed school achievement and performance data and used this information to revise the Local Control Accountability Plan to address areas of need, particularly for significant subpopulations of students.</p> <p>The Denair Academic Avenues Local Control Accountability Plan was posted to the DUSD website and made available to the public for inspection on June 9, 2014. A public hearing on the LCAP plan was conducted June 12, 2014. The plan was reviewed with the Board of Trustees as an Information and Study item during the June 12, 2014 Board meeting.</p>	<p>Throughout April 2014, the LCAP draft was being reviewed and input gathered from each Stakeholder group. Concerns addressed in the following goals:</p> <ul style="list-style-type: none"> • Goal 2 – Improve modern language and visual/performing arts • Goal 3 – Improve family/community involvement • Goal 3 – Improve student involvement • Goal 4 – Provide the highest quality staff in each position • Goal 4 – Develop standards to tailor employee training • Goal 1 – Fully implement Common Core • Goal 1 – Fully implement Common Core/ELD Standards • Goal 3 – Provide safe classrooms, facilities, and grounds • Goal 1 – Fully implement Common Core • Goal 3 – Improve smooth transitions • Goal 3 – Provide functional classrooms • Goal 3 – Improve family and community involvement <p>Input gathered from Stakeholder groups and the community was reviewed and informed revisions to the plan were completed during the month of May: add computers in the main office at each site for parent access.</p> <p>The Board of Trustees adopted the Denair Academic Avenues Local Control Accountability Plan as an action item during the special Board meeting on June 26, 2014.</p>

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	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups (as defined in EC 52052)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: Fully implement K-12 reading/language arts implementation of Common Core</p> <p>Metric: California Assessment of Student Performance and Progress(CAASPP– statewide assessments)</p>	<p>Goal 1: All students, including all subgroups, will make continued academic progress with the intent of meeting or exceeding a year's growth toward Common Core proficiency in Mathematics, English Language Arts, Science, and Social Science</p>	All	DAA		<p>CAASPP: Create a baseline of data that aligns to the state's new API</p>	<p>CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores</p>	<p>CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores</p>	<p>State Priorities: 2, 4, 5, 7</p>
<p>Need: Fully implement K-12 math implementation of Common Core</p> <p>Metric: CAASPP</p>		All	DAA		<p>CAASPP: Create a baseline of data that aligns to the state's new API</p>	<p>CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores</p>	<p>CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores</p>	<p>State Priorities: 2, 4, 5, 7</p>
<p>Need: Fully implement ELD implementation of</p>		English Learners	DAA		<p>5% Increase in students being</p>	<p>5% Increase in students being</p>	<p>5% Increase in students being</p>	<p>State Priorities: 2, 4, 5, 7</p>

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups (as defined in EC 52052)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Common Core Metric: CELDT (percentage of students making progress towards English Proficiency), Renaissance Place					redesignated based on CELDT and/or Renaissance Place Benchmarks RFEP: 5% increase in students obtaining RFEP status through CELDT scores, SOLOM, and administrator/parent coordination	redesignated based on CELDT and/or Renaissance Place Benchmarks RFEP: 5% increase in students obtaining RFEP status through CELDT scores, SOLOM, and administrator/parent coordination	redesignated based on CELDT and/or Renaissance Place Benchmarks RFEP: 5% increase in students obtaining RFEP status through CELDT scores, SOLOM, and administrator/parent coordination	
Need: Science adoptions aligned with Common Core Metric: Site audit and inventory of instructional materials	Goal 1 (continued): All students, including all subgroups, will make continued academic progress with the intent of meeting or exceeding a year's growth toward Common Core proficiency in Mathematics, English Language Arts, Science, and Social Science	All	DAA		Science texts and curriculum will be 100% aligned with state standards	Science texts and curriculum will be 100% aligned with state standards	Science texts and curriculum will be 100% aligned with state standards	State Priorities: 1, 2
Need: Improve standards-based Science Program Metric: CST		All	DAA		CST: 5% increase for those students scoring Proficient and Advanced	CST: 5% increase for those students scoring Proficient and Advanced	CST: 5% increase for those students scoring Proficient and Advanced	State Priorities: 2, 4, 5, 7
Need: Social Science adoptions aligned with Common Core Metric: Site audit and		All	DAA		Social Science texts and curriculum will be 100% aligned with state standards	Social Science texts and curriculum will be 100% aligned with state standards	Social Science texts and curriculum will be 100% aligned with state standards	State Priorities: 1, 2

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups (as defined in EC 52052)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
inventory of instructional materials								
Need: Improve standards-based Social Science Program Metric: Participation		All	DAA		Maintain or increase participation	Maintain or increase participation	Maintain or increase participation	State Priorities: 2, 4, 5, 7
Need: Improve standards-based Modern Language Program Metric: Participation in Pathways	Goal 2: All students, including all subgroups, will have equal access to a broad course of study including but not limited to Modern Language, Visual and Performing Arts, and Physical Education	All	DAA		All students will receive Modern Language instruction throughout the week	All students will receive Modern Language instruction throughout the week	All students will receive Modern Language instruction throughout the week	State Priorities: 4, 7
Need: Modern Language adoptions aligned with Common Core Metric: Site audit and inventory of instructional materials		All	DAA		Modern Language texts and curriculum will be 100% aligned with state standards	Modern Language texts and curriculum will be 100% aligned with state standards	Modern Language texts and curriculum will be 100% aligned with state standards	State Priorities: 1,2
Need: Improve standards-based Visual and Performing Arts Program Metric: Participation in Pathways		All	DAA		All students will receive Band instruction throughout the week	All students will receive Band instruction throughout the week	All students will receive Band instruction throughout the week	State Priorities: 7, 8

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups (as defined in EC 52052)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Physical Education curriculum aligned with state frameworks Metric: Site audit	Goal 2 (continued): All students, including all subgroups, will have equal access to a broad course of study including but not limited to Modern Language, Visual and Performing Arts, and Physical Education	All	DAA		Physical Education curriculum will be 100% aligned with state standards	Physical Education curriculum will be 100% aligned with state standards	Physical Education curriculum will be 100% aligned with state standards	State Priorities: 1, 2
Need: Improve standards-based Physical Education Program Metric: Fitness Gram		All	DAA		5% increase in students passing the five Fitness Gram components Grade 5	5% increase in students passing the five Fitness Gram components Grade 5	5% increase in students passing the five Fitness Gram components Grade 5	State Priorities: 7, 8
Need: Maintain Equipment Replacement Reserve Metric: Master Equipment Plan		All	DAA		Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment	Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment	Maintain reserve levels equal to at least two years of identified equipment needs; maximize state/local funding to purchase new equipment	State Priorities: 1
Need: Improve family and community involvement Metric: Participation		All	DAA		Increase in participation of Stakeholder Advisory Committee meeting quarterly; Increase access to information; 5% increase in	Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase in parent/family volunteers; 5%	Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase in parent/family volunteers; 5%	State Priorities: 3

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups (as defined in EC 52052)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					parent/family volunteers; 5% increase parent/family attendance to parent conferences, DELAC, DAC	increase parent/family attendance to parent conferences, DELAC, DAC	increase parent/family attendance to parent conferences, DELAC, DAC	
Need: Improve student involvement Metric: Participation	Goal 3 (continued): All students, including all subgroups, have the right to a safe and healthy environment to achieve social, emotional, and academic success	All	DAA		Develop annual student council training workshop Grades 4-5;	Increase in participation in annual student council training workshop Grades 4-5	Increase in participation annual student council training workshop Grades 4-5	State Priorities: 5
Need: Continually provide functional, safe, and clean classrooms, facilities, and grounds Metric: Likert Scale Survey, Master Facility Plan		All	DAA		60% participation of staff to rate classrooms as baseline; Master Facility Plan to be updated annually; Site facility inspection reports to be completed at every site; Develop/implement CR plan	Increase in rate of safe, clean, sustainable and attractive classrooms; Master Facility Plan to be updated annually; Site facility inspection reports to be completed	Increase in rate of safe, clean, sustainable and attractive classrooms; Master Facility Plan to be updated annually; Site facility inspection reports to be completed	State Priorities: 1, 6
Need: Improve services that promote physical, emotional and mental health Metric:		All	DAA		5% increase in participation in Child Nutrition Program; 100% follow-up on	5% increase in participation in Child Nutrition Program; 100% follow-up on	5% increase in participation in Child Nutrition Program; 100%	State Priorities: 5, 8

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups (as defined in EC 52052)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Participation, CHKS					medical/health services for targeted students; develop/implement intern program with local universities; 5% decrease in CHKS scores	medical/health services for targeted students	follow-up on medical/health services for targeted students; 5% decrease in CHKS scores	
Need: Increase outreach partnerships to provide direct/indirect support to students, staff, and community Metric: Grants received, Participation	Goal 3 (continued): All students, including all subgroups, have the right to a safe and healthy environment to achieve social, emotional, and academic success	All	DAA		2% increase in government grants; 2% increase in private grants/donations; 2% increase in community/booster funding; Develop/implement an active Community Business Partnership Program	2% increase in government grants; 2% increase in private grants/donations; 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program	2% increase in government grants; 2% increase in private grants/donations; 2% increase in community/booster funding; Increase in participation of Community Business Partnership	State Priorities: 1, 3
Need: Improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry Metric: Attendance, Suspensions, Expulsions,		All	DAA		2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98%; Revise discipline plans and 5% decrease in pupil	2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98%; 5% decrease in pupil expulsion rates; 5%	2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98%; 5% decrease in pupil expulsion rates; 5%	State Priorities: 5, 6

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups (as defined in EC 52052)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Absenteeism, Participation					expulsion rates; 5% decrease in chronic absenteeism; Increase in student participation of community events; 5% decrease in suspension days	decrease in chronic absenteeism; Increase in student participation of community events; 5% decrease in suspension days	decrease in chronic absenteeism; Increase in student participation of community events; 5% decrease in suspension days	
Need: Provide new and modernized facilities Metric: Master Facility Plan	Goal 3 (continued): All students, including all subgroups, have the right to a safe and healthy environment to achieve social, emotional, and academic success	All	DAA		Maximize state/local funding to provide new and modernized facilities	Maximize state/local funding to provide new and modernized facilities	Maximize state/local funding for new modernized facilities	State Priorities: 1, 6
Need: Improve smooth transitions Metric: Participation		All	DAA		80% participation in Kindergarten Round-up; 95% participation in transition activities	80% participation in Kindergarten Round-up; 95% participation in transition activities	80% participation in Kindergarten Round-up; 95% participation in transition activities	State Priorities: 3, 5, 7
Need: Competitive salaries and benefits Metric: Districts with similar demographics	Goal 4: All teachers in Denair Academic Avenues will meet the federal standard for Highly Qualified Teachers	All	DAA		Develop/implement key criteria/standards/procedures for clerical levels to tailor employee training; Review/update all job descriptions;	Develop/implement key criteria/standards/procedures for clerical levels to tailor employee training; Review/update all job descriptions;	Develop/implement key criteria/standards/procedures for clerical levels to tailor employee training; Review/update all	State Priorities: 1

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups (as defined in EC 52052)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					100% completion rate of evaluations with appropriate recommendations	100% completion rate of evaluations with appropriate recommendations	job descriptions; 100% completion rate of evaluations with appropriate recommendations	
<p>Need: Provide the highest quality staff in each position within the District</p> <p>Metric: Evaluations</p>	<p>Goal 4 (continued): All teachers in Denair Academic Avenues will meet the federal standard for Highly Qualified Teachers</p>	All	DAA		Develop/implement key criteria/standards/procedures for clerical levels to tailor employee training; Review/update all job descriptions; 100% completion rate of evaluations with appropriate recommendations	Develop/implement key criteria/standards/procedures for clerical levels to tailor employee training; Review/update all job descriptions; 100% completion rate of evaluations with appropriate recommendations	Develop/implement key criteria/standards/procedures for clerical levels to tailor employee training; Review/update all job descriptions; 100% completion rate of evaluations with appropriate recommendations	State Priorities: 1

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: All students, including all subgroups, will make continued academic progress with the intent of meeting or exceeding a year's growth toward Common Core proficiency in Mathematics, English Language Arts, Science, and Social Science	State Priorities: 2, 4, 5, 7	Fully implement K-12 reading/language arts implementation of Common Core	School-wide		Technology (Common Core Carryover) Textbooks (Lottery Prop 20, Common Core Carryover) Professional Development (Common Core Carryover) Assessments (LCFF Base)	Technology (Lottery) Textbooks (Lottery Prop 20) Professional Development (LCFF Supplemental) Assessments (LCFF Base)	Technology (Lottery) Textbooks (Lottery Prop 20) Professional Development (LCFF Supplemental) Assessments (LCFF Base)
	State Priorities: 2, 4, 5, 7	Fully implement K-12 math implementation of Common Core	School-wide		Technology (Common Core Carryover) Textbooks (Lottery Prop 20, Common Core Carryover) Professional Development (Common Core Carryover) Assessments (LCFF Base)	Technology (Lottery) Textbooks (Lottery Prop 20) Professional Development (LCFF Supplemental) Assessments (LCFF Base)	Technology (Lottery) Textbooks (Lottery Prop 20) Professional Development (LCFF Supplemental) Assessments (LCFF Base)
	State Priorities: 2, 4, 5, 7	Fully implement ELD implementation of Common Core	School-wide		Technology (Common Core Carryover) Textbooks (Lottery Prop 20, Common Core Carryover) Professional	Technology (Lottery) Textbooks (Lottery Prop 20) Professional	Technology (Lottery) Textbooks (Lottery Prop 20) Professional

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 (continued): All students, including all subgroups, will make continued academic progress with the intent of meeting or exceeding a year's growth toward Common Core proficiency in Mathematics, English Language Arts, Science, and Social Science					Development (Common Core Carryover) Assessments (LCFF Base)	Development (LCFF Supplemental) Assessments (LCFF Base)	Development (LCFF Supplemental) Assessments (LCFF Base)
	State Priorities: 1, 2	Science adoptions aligned with Common Core	School-wide		Textbooks (Lottery Prop 20, Common Core Carryover)	Textbooks (Lottery Prop 20)	Textbooks (Lottery Prop 20)
	State Priorities: 2, 4, 5, 7	Improve standards-based Science Program	School-wide		Professional Development (Common Core Carryover)	Professional Development (LCFF Supplemental)	Professional Development (LCFF Supplemental)
	State Priorities: 1, 2	Social Science adoptions aligned with Common Core	School-wide		Textbooks (Lottery Prop 20, Common Core Carryover)	Textbooks (Lottery Prop 20)	Textbooks (Lottery Prop 20)
	State Priorities: 2, 4, 5, 7	Improve standards-based Social Science Program	School-wide		Professional Development (Common Core Carryover)	Professional Development (LCFF Supplemental)	Professional Development (LCFF Supplemental)

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 2: All students, including all subgroups, will have equal access to a broad course of study including but not limited to Modern Language, Visual and Performing Arts, and Physical Education	State Priorities: 4, 7	Improve standards-based Modern Language Program	School-wide		Spanish Teacher (LCFF Base)	Spanish Teacher (LCFF Base)	Spanish Teacher (LCFF Base)
	State Priorities: 1,2	Modern Language adoptions aligned with Common Core	School-wide		Textbooks (Lottery Prop 20, Common Core Carryover)	Textbooks (Lottery Prop 20)	Textbooks (Lottery Prop 20)
	State Priorities: 7, 8	Improve standards-based Visual and Performing Arts Program	School-wide		Band Teacher (LCFF Base)	Band Teacher (LCFF Base)	Band Teacher (LCFF Base)
	State Priorities: 1, 2	Physical Education curriculum aligned with state frameworks	School-wide		Physical Education curriculum and supplies (Lottery)	Physical Education curriculum and supplies (Lottery)	Physical Education curriculum and supplies (Lottery)
	State Priorities: 7, 8	Improve standards-based Physical Education Program	School-wide		Physical Education rotation during prep (LCFF Base)	PE rotation during prep (LCFF Base)	PE rotation during prep (LCFF Base)

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 3: All students, including all subgroups, have the right to a safe and healthy environment to achieve social, emotional, and academic success	State Priorities: 1	Maintain Equipment Replacement Reserve	School-wide		Reserve for Equipment Replacement (LCFF Base) Technology (Common Core)	Reserve for Equipment Replacement (LCFF Base) Technology (Lottery)	Reserve for Equipment Replacement (LCFF Base) Technology (Lottery)
	State Priorities: 3	Improve family and community involvement	School-wide		Extra classified hours (LCFF Supplemental) Meeting Supplies (LCFF Supplemental)	Extra classified hours (LCFF Supplemental) Meeting Supplies (LCFF Supplemental)	Extra classified hours for parent outreach (LCFF Supplemental) Meeting Supplies (LCFF Supplemental)
	State Priorities: 1, 6	Continually provide functional, safe, and clean classrooms, facilities, and grounds	School-wide		Custodians, Utilities Workers, Director of Facilities, Maintenance Supplies (LCFF Base)	Custodians, Utilities Workers, Director of Facilities, Maintenance Supplies (LCFF Base)	Custodians, Utilities Workers, Director of Facilities, Maintenance Supplies (LCFF Base)
	State Priorities: 5, 8	Improve services that promote physical, emotional and mental health	School-wide		Mental Health and Social/Emotional Interns with the university (LCFF Supplemental)	Mental Health and Social/Emotional Interns with the university (LCFF Supplemental)	Mental Health and Social/Emotional Interns with the university (LCFF Supplemental)

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 3(continued): All students, including all subgroups, have the right to a safe and healthy environment to achieve social, emotional, and academic success	State Priorities: 1, 3	Increase outreach partnerships to provide direct/indirect support to students, staff, and community	School-wide		Bilingual Administrative Assistant (LCFF Base) Website Maintenance (LCFF Base)	Bilingual Administrative Assistant (LCFF Base) Website Maintenance (LCFF Base)	Bilingual Administrative Assistant (LCFF Base) Website Maintenance (LCFF Base)
	State Priorities: 5, 6	Improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry	School-wide		Positive Behavioral Interventions and Support (LCFF Supplemental) Citizen Awards/Recognition (Lottery)	Positive Behavioral Interventions and Support (LCFF Supplemental) Citizen Awards/Recognition (Lottery)	Positive Behavioral Interventions and Support (LCFF Supplemental) Citizen Awards/Recognition (Lottery)
	State Priorities: 1, 6	Provide new and modernized facilities	School-wide		Technology (Common Core, Lottery, LCFF Supplemental) Facility Updates (LCFF Base)	Technology (Lottery, LCFF Supplemental) Facility Updates (LCFF Base)	Technology (Lottery, LCFF Supplemental) Facility Updates (LCFF Base)
	State Priorities: 3, 5, 7	Improve smooth transitions	School-wide		Kinder Round-up/ Transition Activities (LCFF Supplemental)	Kinder Round-up/ Transition Activities (LCFF Supplemental)	Kinder Round-up/ Transition Activities (LCFF Supplemental)

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 4: All teachers in Denair Academic Avenues will meet the federal standard for Highly Qualified Teachers	State Priorities: 1	Competitive salaries and benefits	School-wide		Substitutes, Teachers, Benefit Plans (LCFF Base)	Substitutes, Teachers, Benefit Plans (LCFF Base)	Substitutes, Teachers, Benefit Plans (LCFF Base)
	State Priorities: 1	Provide the highest quality staff in each position within the Site	School-Wide		Professional Development (Common Core, LCFF Supplemental)	Professional Development (LCFF Supplemental)	Professional Development (LCFF Supplemental)

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 School-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, 4	State Priorities: 2, 4, 5, 7, 8	For low income pupils: Increase Intervention Support; Increased access to Social Services	School-wide		Technology (Common Core Carryover) Textbooks (Lottery Prop 20, Common Core Carryover) Professional Development (Common Core Carryover) Assessments (LCFF Base) Mental Health and Social/Emotional Interns with the university (LCFF Supplemental)	Technology (Lottery) Textbooks (Lottery Prop 20) Professional Development (LCFF Supplemental) Assessments (LCFF Base) Mental Health and Social/Emotional Interns with the university (LCFF Supplemental)	Technology (Lottery) Textbooks (Lottery Prop 20) Professional Development (LCFF Supplemental) Assessments (LCFF Base) Mental Health and Social/Emotional Interns with the university (LCFF Supplemental)

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 School-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, 4	State Priorities : 2, 3, 4, 5, 7	For English learners: Increase ELD support and Increase computer access for English learner parents	School-wide		Technology (Common Core Carryover) Textbooks (Lottery Prop 20, Common Core Carryover) Professional Development (Common Core Carryover) Assessments (LCFF Base) Computers for Parent Connect in each school's main office (LCFF Supplemental) Extra classified hours (LCFF Supplemental) Meeting Supplies (LCFF Supplemental)	Technology (Lottery) Textbooks (Lottery Prop 20) Professional Development (LCFF Supplemental) Assessments (LCFF Base) Extra classified hours for parent outreach (LCFF Supplemental) Meeting Supplies (LCFF Supplemental)	Technology (Lottery) Textbooks (Lottery Prop 20) Professional Development (LCFF Supplemental) Assessments (LCFF Base) Extra classified hours for parent outreach (LCFF Supplemental) Meeting Supplies (LCFF Supplemental)

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 School-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, 4	State Priorities: 2, 3, 4, 5, 7	For foster youth: Ongoing communication with Multi-agencies; Intervention and Remedial Support; Ensure smooth transitions	School-wide		Technology (Common Core Carryover) Textbooks (Lottery Prop 20, Common Core Carryover) Professional Development (Common Core Carryover) Assessments (LCFF Base) Graduation Supplies, Staffing, and Security (LCFF Base) Kinder Round-up/ Transition Activities (LCFF Supplemental) College and Career Readiness (LCFF Supplemental)	Technology (Lottery) Textbooks (Lottery Prop 20) Professional Development (LCFF Supplemental) Assessments (LCFF Base) Graduation Supplies, Staffing, and Security (LCFF Base) Kinder Round-up/ Transition Activities (LCFF Supplemental) College and Career Readiness (LCFF Supplemental)	Technology (Lottery) Textbooks (Lottery Prop 20) Professional Development (LCFF Supplemental) Assessments (LCFF Base) Graduation Supplies, Staffing, and Security (LCFF Base) Kinder Round-up/ Transition Activities (LCFF Supplemental) College and Career Readiness (LCFF Supplemental)

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 School-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	State Priorities: 2, 4, 5, 7	For redesignated fluent English proficient pupils: Implement a process for two-year tracking of redesignation	School-wide		Technology (Common Core Carryover) Textbooks (Lottery Prop 20, Common Core Carryover) Professional Development (Common Core Carryover) Assessments (LCFF Base)	Technology (Lottery) Textbooks (Lottery Prop 20) Professional Development (LCFF Supplemental) Assessments (LCFF Base)	Technology (Lottery) Textbooks (Lottery Prop 20) Professional Development (LCFF Supplemental) Assessments (LCFF Base)

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

Denair Academic Avenues is currently funding services for low income, foster youth, and English learner pupils close to the calculated target rates in a schoolwide manner by maintaining low class sizes schoolwide. By maintaining low class sizes, Denair Academic Avenues can better meet the needs of low income, foster youth, and English learner pupils. Additionally, Positive Behavior Interventions and Support trainings will be provided for staff to improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry. Supplemental and concentration funds will also be used to pay for extra classified hours for community and parent outreach, mental health and social/emotional interns with the University, technology for student and parent use, parent meeting supplies, various professional development activities for staff, and Kinder Round-up and other transition activities.

Due to previously funding services close to target rates, the estimated additional Supplemental and Concentration Grant funding is \$555.

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

As Denair Academic Avenues' funding was significantly reduced by the state, services for low income, foster youth, and English learner pupils were not reduced proportionally; therefore, Denair Academic Avenues will maintain its improved services at no less than the School's Supplemental and Concentration target rate relating to the designated pupils illustrated above.

Based on the Minimum Proportionality Percentage calculator, Denair Academic Avenues should be providing services for the unduplicated pupils

at 10.09% calculated by the target Supplemental and Concentration funds divided by the Base grant funds. However, Denair Academic Avenues is maintaining its improved services to unduplicated pupils at the Supplemental and Concentration target rates for a higher proportionality than is required:

Supplemental and Concentration Services/Base Services = Proportionality Rate: $\$125,118/\$1,109,357 = 11.27\%$

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.