

Introduction:

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>EOY 2014 Middle School Students and Teachers Engagement around school climate and culture</p> <p>Goal: By June 2015, students will report a higher sense of equity, connectedness, and report higher levels of leadership opportunities.</p> <p>Student SCAI Survey: Section 3 Student Interactions</p>	<p>9/19/14- Visuals created and presented with all staff during professional development to share areas of growth relating to Section 3 of the Student SCAI.</p>

Weekly: Middle School Advisory: Students

Goal: Staff and students will work together to reconfigure the current system of Student Advisory to offer more student driven programming at the middle school level

Intention: create opportunities to generate student ideas and interests in Advisory or Elective topics and allow students choice in selecting their class of interest.

- * Student Advisory Survey to select classes
- * Student Leadership Committee elections
- * Student fundraising started
- * End of the Year Celebrations Survey

Monthly Parent Engagement:

9/18: Data Talk BOY- DRA, NWEA Map, CPAA
How can parents affect data?

10/23: School and Culture Support/ Committee Development

12/4: PBIS Roll Out- Parent Role Committee Work

12/18: Data Talk- Trimester One Student/Parent Event Coordination

2/25: Committee Work
Growth Data and HPIPs for 15.16
Student Appreciation

Teachers Engagement opportunities:

Weekly Professional Development and staff meetings
Introduction to Personalization Model all staff event
Wine and Delve staff engagement on sustainability

Chicago Trip #1: TTO > lead team

Student Advisory has been a consistent structure within the Middle School schedule that has created more opportunities for students to voice feedback and lead action teams related to school culture.

Student feedback via online surveys and reflections were shared openly with both staff and parents during professional development and parent leader meetings.

These conversations impacted design of student engagement structures

Monthly parent meetings led to the development of parent leadership structures focused on academic support and improving school climate.

This conversations led to the development and design of the Middle school Teach to One program and the elementary multi-age pilot.

Chicago Trip #2: West Belden > lead team

Annual Update:

Annual Update:

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Curriculum: All teachers will access and implement engaging, high-quality, rigorous, standards-aligned curriculum in a broad course of study, including math, science, social studies, English language development and language arts.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Increase the number of children making targeted growth in reading Increase the number of children making targeted growth in Common Core ELA Standards Increase the number of children making targeted growth in Common Core Math Standards Provide and maintain basic services for schools and students
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Goal Applies to:	Schools: Ascend Applicable Pupil Subgroups: ALL
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups). Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups). Each year, the school will meet EFC curricular requirements.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. MyMath > Purchase standards-aligned math curriculum K-5	School-Wide	<input checked="" type="checkbox"/> All OR: _____	1,319 LCFF

<p>2. Other Curriculum - OSF > Provide teachers with supplemental curriculum to support the instructional program</p> <p>3. Guided Reading Books - Leveled > Provide K-5 classrooms with sets of leveled guided reading books</p> <p>4. TTO > Contract with New Classrooms to adopt the Teach to One math curriculum 6-8.</p> <p>5. Core Ready Writing > Purchase standards-aligned English language arts curriculum in writing K-5</p> <p>6. History Alive > Purchase standards-aligned history curriculum for grades 6-8</p> <p>7. ST Math > Purchase blended learning adaptive math software for grades K-8</p> <p>8. Reading Plus > Purchase blended learning adaptive reading software for grades 3-8</p> <p>9. iReady > Purchase blended learning adaptive reading software for grades K-3</p> <p>10. Materials and Supplies > Supplemental materials to support curriculum</p>		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>2. 9,975 LCFF</p> <p>3. 8,313 LCFF</p> <p>4. 56,110 LCFF</p> <p>5. 3,491 LCFF</p> <p>6. 4,000 Title I</p> <p>7. 11,970 LCFF</p> <p>8. 4,700 Title I</p> <p>9. 3,000 Title I</p> <p>10. 25,000 LCFF</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year, the school will meet EFC curricular requirements.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Maintain current curricular materials for math, ELA, science and social studies, including student consumables, classroom libraries, guided reading book sets, grade level texts.</p> <p>2. Purchase curriculum to enhance standards-aligned curricular implementation.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1-2. 310,000 LCFF</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year, the school will meet EFC curricular requirements.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Maintain current curricular materials for math, ELA, science and social studies, including student consumables, classroom libraries, guided reading book sets, grade level texts.</p> <p>2. Purchase curriculum to enhance standards-aligned curricular implementation.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1-2. 315,000 LCFF</p>

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

GOAL 2:	Technology: All teachers and students have access to 21st century technology and personalized learning opportunities	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Ensure adequate internet bandwidth Increase quantity and quality of devices and instructional technology to ensure a strong 21st century instructional program Acquire and implement strong software to promote personalized learning
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Goal Applies to:	Schools: <u>Ascend</u> Applicable Pupil Subgroups: <u>ALL</u>
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups). Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups). Each year, the school will meet EFC facilities requirements.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Doc Cams Projectors > Acquire technology to support teacher facilitation of learning.	School-wide	<u>X</u> All	1. 19,950 LCFF
2. Technology Infrastructure > Ensure that the site has strong broadband support		OR: _ Low Income pupils _ English Learners _ Foster Youth	2. 45,404 LCFF

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year, the school will meet EFC facilities requirements.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure all technology is current and upgraded to support learning software 2. Ensure high-quality blended learning software is acquired/renewed to support personalize learning	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1-2. 65,500 LCFF

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year, the school will meet EFC facilities requirements.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Ensure all technology is current and upgraded to support learning software</p> <p>2. Ensure high-quality blended learning software is acquired/renewed to support personalize learning</p>	School-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	1-2. 66,000 LCFF

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

GOAL 3:	Staffing: All teachers will be appropriately assigned and fully credentialed to support a high-quality, broad course of study.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : Ensure all teachers are highly qualified

Goal Applies to: Schools: Ascend
 Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Each year, 95% teachers will rate as Highly Qualified

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure all core teachers are hired and rate highly qualified. (Salaries represented in expenditure.) 2. Art teacher	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1. 1,093,533 Base 2. 22,329 LCFF

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Each year, 95% teachers will rate as Highly Qualified

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure all core teachers are hired and rate highly qualified. (Salaries represented in expenditure.) 2. Art teacher	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	1. 1,100,000 Base 2. 45,000 LCFF

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Each year, 95% teachers will rate as Highly Qualified		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure all core teachers are hired and rate highly qualified. (Salaries represented in expenditure.) 2. Art teacher	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1. 1,150,000 Base <hr/> 2. 50,000 LCFF

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

GOAL 4:	Professional Development: All teachers receive high-quality professional development aligned to high priority instructional practices that positively impacts student academic achievement and social-emotional development.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Ensure all teachers receive regular, high-quality instructional coaching, site-based professional development, and structured collaboration time
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Goal Applies to:	Schools: Ascend
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups). Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Principal and AP Training > Site administrators receive personalized training in key instructional leadership competencies.	School-wide	<input checked="" type="checkbox"/> All	1. 16,625 LCFF
2. Other Conference Fees > Team members receive personalized professional development through attending key conferences.		OR:	2. 3,000 Other Title II
3. Arts Consultant > Our visual art teacher receives support around curriculum development and instructional practices.		<input type="checkbox"/> Low Income pupils	3. 45,233 LCFF
		<input type="checkbox"/> English Learners	4. 36,575 LCFF
		<input type="checkbox"/> Foster Youth	5. 19,950 LCFF
		<input type="checkbox"/> Redesignated fluent English proficient	6. 9,975 LCFF
		<input type="checkbox"/> Other Subgroups:	7. 2,926 LCFF
		(Specify)	8. 1,663 LCFF

<p>4. OUSD PD Contract > Partnership with OUSD provides access to professional development and curriculum to all of our teachers.</p> <p>5. Induction Coaching > All new teachers receive year 1 and year 2 BTSA support to ensure strong foundational practices are in place.</p> <p>6. Music Consultant > Our music program receives support around curriculum development and instructional practices.</p> <p>7. Teacher Evaluation Tool > All teachers receive feedback from students through the Tripod survey.</p> <p>8. Data Champion > Stipend provided to a data lead to build teacher capacity in accessing and utilizing data to drive instruction.</p>			
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Provide ongoing, personalized professional development for both teachers and site leaders through outside PD, conferences, coaching, teacher leadership opportunities, collaboration, and professional development meetings.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>1. 135,000 LCFF</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups). Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide ongoing, personalized professional development for both teachers and site leaders through outside PD, conferences, coaching, teacher leadership opportunities, collaboration, and professional development meetings.	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1. 140,000 LCFF

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

GOAL 5:	Family Services: Empower families to participate in decisions regarding implementation of curriculum, school culture, and community engagement.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Establish and refine multiple family outreach and engagement structures.

Goal Applies to: Schools: Ascend
 Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Each year, 90% of families will participate in at least one report card conference per year. Each year, the average daily attendance is will be 95% or higher. Each year, less than 10% of all students will be chronically absent. Each year, 90% of students enrolled in 8th grade on CBEDS will also be enrolled on the last day of school. Each year, no more 0% of enrolled students will be expelled. Each year, the student responses on the SCAI Survey, Domain 7, will average 3.5 or higher. Each year, the teacher responses on the SCAI Survey, Domain 7, will average 3.5 or higher. Each year, the family responses on the SCAI Survey, Domain 7, will average 3.5 or higher.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Buses, food, petitions > Provide support and access for families in the charter petition renewal advocacy process. 2. Blackboard > Provide timely all-family communications on all key events and other important information. 3. ASES Liaison > After school program liaison communicates with families, teachers and site	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1. 8,313 LCFF 2. 2,926 LCFF 3. 2,000 Other ASES

leadership to communicate programmatic information and elicit feedback and support.			
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Each year, 90% of families will participate in at least one report card conference per year.</p> <p>Each year, the average daily attendance is will be 95% or higher.</p> <p>Each year, less than 10% of all students will be chronically absent.</p> <p>Each year, no more 0% of enrolled students will be expelled.</p> <p>Each year, 90% of students enrolled in 8th grade on CBEDS will also be enrolled on the last day of school.</p> <p>Each year, the student responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the teacher responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the family responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Invest in key structures to ensure all families have access to key information and basic support to ensure students can attend school.</p> <p>2. Maintain structures that seek to promote family participation in site-based decision making, aligned to the school's academic and social emotional development goals.</p>	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1. 11,500 LCFF

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Each year, 90% of families will participate in at least one report card conference per year.</p> <p>Each year, the average daily attendance is will be 95% or higher.</p> <p>Each year, less than 10% of all students will be chronically absent.</p> <p>Each year, 90% of students enrolled in 8th grade on CBEDS will also be enrolled on the last day of school.</p> <p>Each year, no more 0% of enrolled students will be expelled.</p> <p>Each year, the student responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the teacher responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the family responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Invest in key structures to ensure all families have access to key information and basic support to ensure students can attend school.</p> <p>2. Maintain structures that seek to promote family participation in site-based decision making, aligned to the school's academic and social emotional development goals.</p>	School-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	1. 12,000 LCFF

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

GOAL 6:	Response to Interventions: Implement a rigorous Response to Intervention model to address the Tier 1, Tier 2, and Tier 3 academic, behavioral and social needs of all students.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Ensure struggling readers receive high quality Tier 2 academic interventions. Implement strong Tier 2 and Tier 3 social, behavioral and academic interventions. Ensure all students' academic, social and behavioral needs are adequately served.
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Goal Applies to:	Schools: Ascend Applicable Pupil Subgroups: ALL
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups). Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups). Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Before/After School Program > Provide extended instructional programming before and after school to support students struggling academically. 2. SES - Sylvan > Contract with educational services to support the academic needs of our struggling students.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	1. 2,875 Other ASES 2. 18,952 Title I 3. 204,639 SPED 3. 154,000 Base 4. 12,000 Title I

<p>3. SPED > Contract with Seneca to ensure that the academic, behavioral and social emotional needs of Tier 3 students are supported and compliant with California Ed Code.</p> <p>4. Substitutes > Provide substitutes to release teachers to assess students and determine Tier 1 mitigations for struggling readers.</p> <p>5. Supportive (Extra Services from Seneca) > Contract with Seneca to provide Tier 2 behavioral, social-emotional, and academic support to meet our students' needs.</p> <p>6. Assessment > Invest in org-wide assessment system to help identify students that require extra support either by the classroom teacher or external provider. * Amplify * NWEA * CELDT</p> <p>7. Reading Intervention > Hire interventionist to provide Tier 2 reading interventions to struggling readers.</p>		<p>_ Other Subgroups: (Specify)</p>	<p>5. 90,974 LCFF</p> <p>5. 2,513 LCFF</p> <p>6. 22,244 LCFF</p> <p>7. 1,663 LCFF</p> <p>7. 45,627 Title I</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Contract with academic services to ensure that the	School-	<input checked="" type="checkbox"/> All	1-2. 120,000 LCFF

<p>Tier 1, Tier 2, and Tier 3 academic, social-emotional and behavioral needs are effectively supported.</p> <p>2. Ensure robust progress-monitoring is in place to accurately understand the impact of services.</p>	<p>wide</p>	<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP ELA will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year, the percent of students either scoring a level of 3 or 4 or making at least one level of growth on the CAASPP Math will increase by 5% year-to-year, or 70% of students will score a 3 or 4 (including significant subgroups).</p> <p>Each year on the NWEA MAP Reading, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p> <p>Each year on the NWEA MAP Math, the percent of students either scoring at the 40th percentile or higher on the spring assessment or making accelerated RIT growth from fall to spring will increase by 5% year-to-year, or 70% of students will achieve at least the 40th percentile on the spring assessment (including significant subgroups).</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Contract with academic services to ensure that the Tier 1, Tier 2, and Tier 3 academic, social-emotional and behavioral needs are effectively supported.</p> <p>2. Ensure robust progress-monitoring is in place to accurately understand the impact of services.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>1-2. 125,000 LCFF</p>

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

GOAL 7:	<p>English Language Learners: All English language learners receive high-quality, targeted language instruction that supports consistent and effective English language development.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
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Identified Need :	<p>Identify and implement high quality ELD assessment and curriculum.</p> <p>Provide differentiated English language instruction to target the needs of ELs.</p> <p>Ensure all ELs make adequate gains in English language development</p>
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Goal Applies to:	Schools: Ascend	English Learners
	Applicable Pupil Subgroups:	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>Each year, the percent of ELs meeting the federal Title III AMAO1 annual English language growth requirement will meet or exceed the federal target.</p> <p>Each year, the percents of EL students scoring proficient overall on the California English language assessment will increase by at least 2% year-to-year or at least 50% of EL students will score proficient overall.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Balanced Literacy Team > Stipend teacher leaders to provide input in site-based decision making regarding professional development and curriculum related to English language arts nad English language development.</p> <p>2. ELD Lead > Stipend a lead to work with teachers regarding assessment, planning and instruction of designated and integrated ELD.</p>	School-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1. 3,325 LCFF</p> <p>2. 1,663 LCFF</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Each year, the percent of ELs growing at least one proficiency level year-to-year will increase by 2% or meet or exceed the federal Title III target.</p> <p>Each year, the percents of EL students scoring proficient overall on the California English language assessment will increase by at least 2% year-to-year or at least 50% of EL students will score proficient overall.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Ensure all EL support providers have access to rigorous, engaging, standards-aligned curriculum that supports the differentiated needs of all ELs.</p> <p>2. Ensure there are professional development and assessment structures in place to drive strategic implementation of curriculum, strong differentiation practices, and instructional support to all practitioners.</p>	School-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	1-2. 5,200 LCFF

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Each year, the percent of ELs growing at least one proficiency level year-to-year will increase by 2% or meet or exceed the federal Title III target.</p> <p>Each year, the percents of EL students scoring proficient overall on the California English language assessment will increase by at least 2% year-to-year or at least 50% of EL students will score proficient overall.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Ensure all EL support providers have access to rigorous, engaging, standards-aligned curriculum that supports the differentiated needs of all ELs.</p> <p>2. Ensure there are professional development and assessment structures in place to drive strategic implementation of curriculum, strong differentiation practices, and instructional support to all practitioners.</p>	School-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	1-2. 5,500 LCFF

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

GOAL 8:	School Climate: All students attend school in a safe, engaging and nurturing environment.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	All students feel safe at school Increase the level and quality of student engagement in learning Ensure all students enjoy participating in the school's course of study
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Goal Applies to:	Schools: Ascend Applicable Pupil Subgroups: English Learners
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Each year, 90% of families will participate in at least one report card conference per year. Each year, the average daily attendance is will be 95% or higher. Each year, less than 10% of all students will be chronically absent. Each year, 90% of students enrolled in 8th grade on CBEDS will also be enrolled on the last day of school. Each year, no more 0% of enrolled students will be expelled. Each year, the student responses on the SCAI Survey, Domain 7, will average 3.5 or higher. Each year, the teacher responses on the SCAI Survey, Domain 7, will average 3.5 or higher. Each year, the family responses on the SCAI Survey, Domain 7, will average 3.5 or higher.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. PE Supplies > Provide all students with physical education equipment to provide opportunities to promote a culture centered on healthy fitness habits.	School-wide	<input checked="" type="checkbox"/> All	1. 1,663 LCFF
		OR:	2. 3,325 LCFF
		<input type="checkbox"/> Low Income pupils	3. 4,000 Base
		<input type="checkbox"/> English Learners	
		<input type="checkbox"/> Foster Youth	4. 7,992 Base
2. Classroom Furniture and Equipment > Ensure all			

<p>classrooms have the equipment and furniture necessary to create a nurturing and engaging learning environment.</p> <p>3. Other Food > Provide incentives and rewards for positive student behavior and academic growth.</p> <p>4. Library > Staff support staff to ensure the school library is well maintained and serves as a school-wide resource for all students to research, collaborate and engage in reading.</p> <p>5. Advisory Team > Stipend teacher leadership team to help inform site-based decision making regarding academic and school climate initiatives.</p> <p>6. Staff Leadership Council > Stipend a role to serve as a liaison between our staff and the broader EFC organization and provide input in org-wide decision making.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5. 4,156 LCFF</p> <p>6. 1,000 Base</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Each year, 90% of families will participate in at least one report card conference per year.</p> <p>Each year, the average daily attendance is will be 95% or higher.</p> <p>Each year, less than 10% of all students will be chronically absent.</p> <p>Each year, 90% of students enrolled in 8th grade on CBEDS will also be enrolled on the last day of school.</p> <p>Each year, no more 0% of enrolled students will be expelled.</p> <p>Each year, the student responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the teacher responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the family responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure staff and structures are in place to ensure site	School-	<input checked="" type="checkbox"/> All	1-3. 10,000 LCFF

<p>meets its enrollment and daily attendance targets.</p> <p>2. Expand and deepen course offerings to promote development of the whole child and develop an environment in which all students can thrive.</p> <p>3. Ensure staff and student structures are in place to analyze, reflect upon, and improve schoolwide culture and climate.</p>	<p>wide</p>	<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Each year, 90% of families will participate in at least one report card conference per year.</p> <p>Each year, the average daily attendance is will be 95% or higher.</p> <p>Each year, less than 10% of all students will be chronically absent.</p> <p>Each year, 90% of students enrolled in 8th grade on CBEDS will also be enrolled on the last day of school.</p> <p>Each year, no more 0% of enrolled students will be expelled.</p> <p>Each year, the student responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the teacher responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p> <p>Each year, the family responses on the SCAI Survey, Domain 7, will average 3.5 or higher.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Ensure staff and structures are in place to ensure site meets its enrollment and daily attendance targets.</p> <p>2. Expand and deepen course offerings to promote development of the whole child and develop an environment in which all students can thrive.</p> <p>3. Ensure staff and student structures are in place to analyze, reflect upon, and improve schoolwide culture and climate.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>1-3. 11,000 LCFF</p>

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

GOAL 9:	Basic Services: All students have access to a safe and clean learning environment and appropriate educational resources, learning opportunities and services.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Ensure all basic services are adequately addressed Improve the quality of the learning environment
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Goal Applies to:	Schools: Ascend Applicable Pupil Subgroups: ALL
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Each year, the school will meet EFC curricular requirements Each year, the school will meet EFC facilities requirements Each year, the school will meet EFC course access requirements
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Custodial Supplies	School-wide	<input checked="" type="checkbox"/> All	1. 5,000 Base
2. Copy Paper		OR:	2. 5,000 Base
3. Staff event food		<input type="checkbox"/> Low Income pupils	3. 1,663 LCFF
4. Copiers (Contracts and overages)		<input type="checkbox"/> English Learners	4. 19,000 Base
5. OUSD Agreement > Facilities and maintenance		<input type="checkbox"/> Foster Youth	5. 244,106 Base
6. Addition cost for facility repairs & maintenance		<input type="checkbox"/> Redesignated fluent English proficient	6. 3,000 Base
7. Illuminate > Student Information System		<input type="checkbox"/> Other Subgroups: (Specify)	7. 4,400 Base

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Each year, the school will meet EFC curricular requirements
 Each year, the school will meet EFC facilities requirements
 Each year, the school will meet EFC course access requirements

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure all facilities, maintenance, and basic services needs are met.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1. 290,000 Base

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: Each year, the school will meet EFC curricular requirements
 Each year, the school will meet EFC facilities requirements
 Each year, the school will meet EFC course access requirements

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure all facilities, maintenance, and basic services needs are met.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1. 300,000 Base

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Use of Standards aligned instructional materials and strategies	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Ascend Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY 5% increase in the number of students who score at average or higher on the NWEA ELA 50% of ELLs must gain one proficiency level	Actual Annual Measurable Outcomes: DRA: 13-14 EOY: 40% 14-15 T2: 58% MAP ELA 13-14 EOY: 52% 14-15 EOY: TBD MAP Math 13-14 EOY: 56% 14-15 EOY: TBD CELDT 14-15 percent of ELs gaining one proficiency level: 39%	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Classroom sets of grade level texts and corresponding CIA (or other CCSS-aligned curriculum) units	Title I \$17,000	EPS Primary Phonics material & library books	\$3,954.00 4000-4999: Books And Supplies Other Fundly/Roger Grant
2. Guided Reading book sets			
Scope of Service	School-wide	Scope of Service	School-wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	

<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We have implemented guided reading and blended learning curriculum K-5, and have seen some growth in reading. Our English language learners continue to lag. We will focus on delivering a strong designated ELD curriculum and will pilot math curricula this year.</p>		

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

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

Original GOAL 2 from prior year LCAP:	Increased Access to Technology	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Ascend Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY 5% increase in the number of students who score at average or higher on the NWEA ELA 5% increase in the number of students who score at average or higher on the NWEA Math 100% compliant HQT	Actual Annual Measurable Outcomes: DRA: 13-14 EOY: 40% 14-15 T2: 58% MAP ELA 13-14 EOY: 52% 14-15 EOY: TBD MAP Math 13-14 EOY: 56% 14-15 EOY: TBD 100% HQT	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Replacement Chromebooks	Title I \$147,712	Tech Teacher	\$40,399.00 1000-1999: Certificated Personnel Salaries LCFF
2. On-line learning program licenses		Tech Coach/Library Clerk, tech support staff	\$27,466.00 2000-2999: Classified Personnel Salaries LCFF
3. Technology Teacher/Coordinator - Salary & Benefits		Chromebooks	\$8,145.00 4000-4999: Books And Supplies Other EdTech Voucher
4. Technology Coach for students (combined with library clerk position)		Cisco Router lease, Tech support consultant	\$2,677 4000-4999: Books And Supplies Other
		Internet connectivity	\$32,347 5000-5999: Services And Other Operating Expenditures Base

			\$33,184 1000-1999: Certificated Personnel Salaries Other								
<table border="1"> <tr> <td>Scope of Service</td> <td>School-wide</td> </tr> <tr> <td colspan="2"> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	School-wide	_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td></td> </tr> <tr> <td colspan="2"> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Scope of Service	School-wide										
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
Scope of Service											
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We have invested in technology across our school, including strengthening broadband access, increasing student devices, use of blended learning software, and updating our tech lab. We will continue to deepen the use of instructional technology, particularly in our MS math program implementation and collaborative classrooms next year.										

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

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

Original GOAL 3 from prior year LCAP:	Staff Development and Professional Collaboration	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Ascend Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	<p>An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY</p> <p>5% increase in the number of students who score at average or higher on the NWEA ELA</p> <p>5% increase in the number of students who score at average or higher on the NWEA Math</p> <p>100% compliant: HQT</p> <p>95% completed evaluations</p> <p>100% compliant: CC-aligned curriculum</p> <p>90% will report feeling emotionally and physically safe AND connected to peers and adults at school</p> <p>85% of Teachers will rate ASCEND as High-Middle or High in the areas of: Leadership Decisions Community Relations Attitude and Culture Learning/Assessment</p> <p>At least 80% of Teachers will report that they agree or strongly agree that ASCEND is a school where there is shared decision making</p>	<p>Actual Annual Measurable Outcomes:</p> <p>DRA: 13-14 EOY: 40% 14-15 T2: 58%</p> <p>MAP ELA 13-14 EOY: 52% 14-15 EOY: TBD</p> <p>MAP Math 13-14 EOY: 56% 14-15 EOY: TBD</p> <p>100% HQT</p> <p>100% completed evaluations</p> <p>SCAI 14-15: percent of students reporting feeling emotionally and physically safe: 87% 14-15: percent of students reporting feeling connected to peers and adults at school 14-15: percent of teachers rating ASCEND as High-Middle or High in the areas of: * Leadership Decisions: 57% * Community Relations: 59% * Attitude and Culture: 54% * Learning/Assessment: 63% 14-15: percent of teachers reporting feeling that they agree or strongly agree that ASCEND is a school where there is shared decision making: 87%</p>

LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
Budgeted Expenditures				Estimated Actual Annual Expenditures
1. Instructional Coaching re: HPIPs - Salary & Benefits 2. Two Extra Summer ELA PD Days (re: HPIPs) 3. Math PD (Phil & Drew) 4. Middle School Humanities Coach (to support AP) 5. OUSD Middle School Math Coach 6. Unconditional Education Coach 7. ACT Committee stipends	Title III \$207,729	ELA/Math Coach		\$107,873 1000-1999: Certificated Personnel Salaries Title I
	Title I	Grade Level Chair Stipend		\$1,739
		E.L.Achieve Conference		5000-5999: Services And Other Operating Expenditures Title I
				\$2,378 5000-5999: Services And Other Operating Expenditures Other Title II
				\$6,641 5000-5999: Services And Other Operating Expenditures Other
Scope of Service: School-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: School-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This year we have focused most of our staff development around developing close reading practices. We also piloted running differentiated professional development. We have two major initiative next year in which teh staff will focus on theory and practice of student-centered and personalized learning. This will inform a strong implementation of the TTO math model and collaborative classroom.			

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

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

Original GOAL 4 from prior year LCAP:	Foundational School Personnel		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Ascend Applicable Pupil Subgroups:	ALL	
Expected Annual Measurable Outcomes:	<p>An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY</p> <p>5% increase in the number of students who score at average or higher on the NWEA ELA</p> <p>5% increase in the number of students who score at average or higher on the NWEA Math</p> <p>100% compliant: HQT</p> <p>95% completed evaluations</p> <p>90% will report feeling emotionally and physically safe AND connected to peers and adults at school</p> <p>85% of Teachers will rate ASCEND as High-Middle or High in the areas of: Leadership Decisions Community Relations Attitude and Culture Learning/Assessment</p> <p>At least 80% of Teachers will report that they agree or strongly agree that ASCEND is a school where there is shared decision making</p>	Actual Annual Measurable Outcomes:	<p>DRA: 13-14 EOY: 40% 14-15 T2: 58%</p> <p>MAP ELA 13-14 EOY: 52% 14-15 EOY: TBD</p> <p>MAP Math 13-14 EOY: 56% 14-15 EOY: TBD</p> <p>100% HQT</p> <p>100% completed evaluations</p> <p>SCAI 14-15: percent of students reporting feeling emotionally and physically safe: 87% 14-15: percent of students reporting feeling connected to peers and adults at school 14-15: percent of teachers rating ASCEND as High-Middle or High in the areas of: * Leadership Decisions: 57% * Community Relations: 59% * Attitude and Culture: 54% * Learning/Assessment: 63% 14-15: percent of teachers reporting feeling that they agree or strongly agree that ASCEND is a school where there is shared decision making: 87%</p>

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Ensure school is staffed appropriately to achieve goals identified Staffing – Teachers Principal Assistant Principal Custodians Food service workers School Service Assistants Office Managers Operations Leads Aides Substitutes	LCFF \$1,985,756	Substitute	\$36,791 1000-1999: Certificated Personnel Salaries LCFF
Scope of Service: School-wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: School-wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We have a strong K-5 core staff that we are retaining next year. There is a lot of transition in our MS team as we seek to define our curriculum and approach in grades 6-8.		

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

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

Original GOAL 5 from prior year LCAP:	Auxiliary Services for students and parents	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Ascend Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	<p>An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY</p> <p>5% increase in the number of students who score at average or higher on the NWEA ELA</p> <p>5% increase in the number of students who score at average or higher on the NWEA Math</p> <p>100% compliant: HQT</p> <p>95% completed evaluations</p> <p>90% will report feeling emotionally and physically safe AND connected to peers and adults at school</p> <p>85% of Teachers will rate ASCEND as High-Middle or High in the areas of: Leadership Decisions Community Relations Attitude and Culture Learning/Assessment</p> <p>At least 80% of Teachers will report that they agree or strongly agree that ASCEND is a school where there is shared decision making</p>	<p>Actual Annual Measurable Outcomes:</p> <p>DRA: 13-14 EOY: 40% 14-15 T2: 58%</p> <p>MAP ELA 13-14 EOY: 52% 14-15 EOY: TBD</p> <p>MAP Math 13-14 EOY: 56% 14-15 EOY: TBD</p> <p>100% HQT</p> <p>100% completed evaluations</p> <p>SCAI 14-15: percent of students reporting feeling emotionally and physically safe: 87% 14-15: percent of students reporting feeling connected to peers and adults at school 14-15: percent of teachers rating ASCEND as High-Middle or High in the areas of: * Leadership Decisions: 57% * Community Relations: 59% * Attitude and Culture: 54% * Learning/Assessment: 63% 14-15: percent of teachers reporting feeling that they agree or strongly agree that ASCEND is a school where there is shared</p>

		decision making: 87%	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Resource a Parent Coordinator to implement a Family Resource Center, to lead the Family Leadership Council and the leadership initiative, and to work with the site leadership on supporting struggling families (case management) 2. Contract Afterschool Program with ASW to provide after school services. 3. Unconditional Education Coach to manage schoolwide culture systems 4. Resource Visual Arts Program	LCFF \$316,945	Home Language personnel Art Supplies Oakland Leaf Family Recourse center, Art Consultants	\$29,552 2000-2999: Classified Personnel Salaries LCFF \$1,803 4000-4999: Books And Supplies LCFF \$47,584 5000-5999: Services And Other Operating Expenditures LCFF \$35,280 5000-5999: Services And Other Operating Expenditures Title I \$6,000 5000-5999: Services And Other Operating Expenditures Other
Scope of Service	School-wide	Scope of Service	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This year we have resources a family resource center, a home language program, an after school program, academic interventions, and arts integration. We are phasing out the home language program, focusing our resources on ELD. We are entering the second year of the i3 grant, which resources a UE positive climate coach. We are continuing to engage our family community through community events, demonstrations of learning and family committees that inform site-based decision making.		

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

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

Original GOAL 6 from prior year LCAP:	Targeting services and programs to lowest-performing student groups	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Ascend Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY 5% increase in the number of students who score at average or higher on the NWEA ELA 5% increase in the number of students who score at average or higher on the NWEA Math 90% will report feeling emotionally and physically safe AND connected to peers and adults at school	Actual Annual Measurable Outcomes: DRA: 13-14 EOY: 40% 14-15 T2: 58% MAP ELA 13-14 EOY: 52% 14-15 EOY: TBD MAP Math 13-14 EOY: 56% 14-15 EOY: TBD SCAI 14-15: percent of students reporting feeling emotionally and physically safe: 87% 14-15: percent of students reporting feeling connected to peers and adults at school	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Resource a reading interventionist for grades k-5 to provide targeted push in and pullout interventions to students not making targeted growth on the DRA 2. Implement class size reduction in grades K-8 (24 or lower) to facilitate greater instruction in students' ZPD for	Title I \$246,567	NWEA Reading intervention teacher	\$4,532 5000-5999: Services And Other Operating Expenditures Other EdTech Voucher
		TCi -Ancient World	\$43,379 1000-1999: Certificated Personnel Salaries LCFF
		Seneca intervention Supportive Service	\$3,585 4000-4999: Books And Supplies Other Ed Tech Voucher

<p>students not making targeted growth on the DRA and ELA and Math benchmarks. 3. Contract a Supplemental Educational Services provider to provide tutoring/intervention</p>			<p>\$30,261 5800: Professional/Consulting Services And Operating Expenditures Base \$24,346 5000-5999: Services And Other Operating Expenditures Title III</p>
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We have resources academic Tier 2 interventions in reading in grades K-5. We will work next year to tighten our systems and processes in identifying services, supporting teachers in implementing Tier 1 practices, and utilizing targeted data to measure impact and progress monitor.</p>		

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

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

Original GOAL 7 from prior year LCAP:	Special Education and Response to Intervention	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Ascend Applicable Pupil Subgroups: English Learners		
Expected Annual Measurable Outcomes:	An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY 5% increase in the number of students who score at average or higher on the NWEA ELA 5% increase in the number of students who score at average or higher on the NWEA Math 100% compliant: HQT 95% completed evaluations 100% compliant: facilities in good repair 90% will report feeling emotionally and physically safe AND connected to peers and adults at school	Actual Annual Measurable Outcomes: DRA: 13-14 EOY: 40% 14-15 T2: 58% MAP ELA 13-14 EOY: 52% 14-15 EOY: TBD MAP Math 13-14 EOY: 56% 14-15 EOY: TBD 100% HQT 100% completed evaluations SCAI 14-15: percent of students reporting feeling emotionally and physically safe: 87% 14-15: percent of students reporting feeling connected to peers and adults at school	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Contract Seneca Center to manage and provide Special Education services	SPED \$428, 338	Seneca Center	\$336,370 5800: Professional/Consulting Services And

<p>2. Contract Seneca Center to facilitate a Response to Intervention System in manage the COST (Coordination of Services Team) process</p> <p>3. Contract Seneca Center to provide an Unconditional Learning Coach that trains teachers in PBIS, coaches teachers in tier 1 SEL and behavioral interventions and supports the site leadership around school culture and climate</p>			<p>Operating Expenditures SPED</p>
<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Ascend will continue to invest in its partnership with Seneca to provide RTI social-emotional, behavioral and academic services. We have developed and will continue to refine a COST process to effectively identify struggling students and determine services that meet their needs.</p>		

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

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

Original GOAL 8 from prior year LCAP:	For English learners:	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Ascend Applicable Pupil Subgroups: English Learners	
Expected Annual Measurable Outcomes:	An increase 5% of students will either make targeted growth from BOY-EOY on the DRA or score proficient on EOY 5% increase in the number of students who score at average or higher on the NWEA ELA 5% increase in the number of students who score at average or higher on the NWEA Math 100% compliant: HQT 95% completed evaluations 90% will report feeling emotionally and physically safe AND connected to peers and adults at school	Actual Annual Measurable Outcomes: DRA: 13-14 EOY: 40% (40% EL) 14-15 T2: 58% (41% EL) MAP ELA 13-14 EOY: 52% (30% EL) 14-15 EOY: TBD MAP Math 13-14 EOY: 56% (45% EL) 14-15 EOY: TBD 100% HQT 100% completed evaluations SCAI 14-15: percent of students reporting feeling emotionally and physically safe: 87% 14-15: percent of students reporting feeling connected to peers and adults at school: 82%
LCAP Year: 2014-15		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
1. Contract OUSD to train teachers in Systematic ELD, RALLI, and CALL 2. Implement Systematic ELD and	Title III \$76,274	EDS Sylvan Tutoring Grade Level Stipend \$5,355

<p>Discussions4Learning curricula 3. Implement Spanish Language Program to strengthen K-3 students' L1.</p>			<p>1000-1999: Certificated Personnel Salaries Base \$361 5000-5999: Services And Other Operating Expenditures LCFF \$21,900 5000-5999: Services And Other Operating Expenditures Title I</p>
<p>Scope of Service School-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We have implemented ELD through a structured designated ELD in grades K-1 and integrated ELD through RALLI and GLAD strategies in grades 2-8. We continue to see an achievement gap between ELs and the rest of the school. A large focus next year will be on meeting the needs of or ELs through implementing designated ELD with fidelity and increasing more integrated opportunities for students to engage in language production.</p>		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$502,142
ASCEND's supplemental and concentration grant funding is estimated at \$502,142 as of the Governor's January proposed budget using the FCMAT Calculator version 16.1c. ASCEND continues to focus funding on decisions that allow for rigorous curriculum, more targeted multi-tiered support for students, a broad course of study for all students, targeted professional development opportunities for all teachers, a positive school climate that fosters continuous improvement, and continued greater emphasis on personalized learning through blended learning and differentiated instruction particularly in English language arts. With these focuses in mind, funding resources have been aligned to personnel, materials and programs that increase services for target subgroups. Resource alignment is derived from stakeholder feedback.	

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

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

15.4 8	%
As outlined in Section 3 A., increased funding will allow ASCEND to continue to improve targeted and differentiated instruction using technology, materials, personnel and programs at the estimated minimum proportionality ratio of 15.48%.	

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).