

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

**Introduction:**

LEA: New Millennium Secondary School

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LCAP Year: 2014-2015

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***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

*For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with*

the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

### **State Priorities**

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

#### A. Conditions of Learning:

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

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

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

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

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

#### B. Pupil Outcomes:

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

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

#### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

<b>Involvement Process</b>	<b>Impact on LCAP</b>
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Involvement Process	Impact on LCAP
<p>New Millennium Secondary School used multiple channels to engage with our community of stakeholders. NMSS efforts began with a series of informational meetings to educate stakeholders about the LCAP, LCFF and process.</p> <p>Information/Input Sessions: Board of Education Meetings, Parent Meetings, Staff Meetings</p> <p>Parent meetings were held to engage parents representing English Language Learners, Low Income students and African-American Students. In addition to face-to-face meetings, the NMSS used information flyers to inform stakeholders about the LCFF and LCAP process. One of the ways that NMSS obtained input was through parent, student and staff surveys. Parent surveys were given in both English and Spanish.</p> <p>NMSS used the following quantitative data for the goal setting process: Attendance rate, suspension rate, expulsion rate, graduation rate, A-G Progress Monitoring data, data on teacher miss-assignment, instructional materials use rate, facility inspection data, CAHSEE ELA Scores, CASHEE Math Scores, CST ELA proficiency rate, CST math proficiency rate, English Learner reclassification rate, Long Term English Learner rate, course enrollment data, and parent survey data.</p>	<p>After an intensive self-study and feedback from stakeholders, NMSS identified common recurring themes, which are identified below in the goals and progress indicator section. NMSS used the themes to create goals aligned with the state priorities outlined in the LCAP. Common themes include: College and career readiness for all students, improved school climate and student engagement, increased parent communication and participation, teacher support and evaluation, availability of quality instructional material and facilities.</p> <p>New Millennium Secondary School used the feedback from stakeholders and data to identify the areas needing the most funding. New Millennium Secondary School’s budget reflects the spending priorities outlined in the LCFF, the interests and feedback of the stakeholders and the academic needs of the students. The details are outlined in subsequent pages.</p> <ul style="list-style-type: none"> <li>• Focus on College and Career Readiness</li> <li>• School climate and student engagement</li> <li>• Parent engagement</li> <li>• Teacher development and support</li> </ul>

**Section 2: Goals and Progress Indicators**

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

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to

Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Guiding Questions:**

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

#	Identified Need and Metric	Goals	Annual Update:	What will be different/improved for students? (based on identified metric)	Related State and Local
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		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
1	<p><b>Need:</b> To increase the number of students who are college and career ready</p> <p>Metrics: EAP results College acceptance rate Number of students participating in internships</p>	<i>To increase the number of students who graduate high school college and career ready</i>	All	All		Benchmark	B + 2%	B + 4%	Student achievement – Percent of students that are college and career ready  EAP results
2	<p><b>Need:</b> to decrease chronic absenteeism</p> <p><b>Metric:</b> Attendance Rate</p>	<i>Decrease students missing 12 days or more each school year</i>	All students  Low Income Students  English Learners  Foster Youth  Students with Disabilities	All		Benchmark	B – 2%	B – 3%	Student engagement – Chronic absenteeism rates
3	<p><b>Need:</b> To reduce the number of students suspensions</p> <p><b>Metric:</b> Students suspended</p>	<i>Decrease the number of suspensions for all students</i>	All students  Low Income Students  English Learners  Foster Youth  Students with disabilities	All		Benchmark	B – 2%	B – 3%	School Climate – Suspension Rate
4	<p><b>Need:</b> To reduce the number of students expelled</p> <p><b>Metric:</b></p>	<i>To reduce the number of students expelled</i>	All students  Low Income Students	All		Benchmark	B – 1%	B – 2%	School Climate – Student expulsion rates

#	Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
	Students expelled		English Learners Foster Youth Students with disabilities						
5	<b>Need:</b> To increase the number of students who score Proficient or above in English Language Arts on the SBAC assessment  <b>Metric:</b> SBAC assessment scores	<b>Increase students scoring Proficient and above on the CCSS/SBAC English language arts scores established in 2014-2015</b>	All students Low Income Students English Learners Foster Youth Students with disabilities	All		Benchmark	B. + 1%	B. + 3%	Student achievement – performance on standardized tests  Implementation of the Common Core state standards
6	<b>Need:</b> To increase the number of students who score Proficient or above in mathematics on the SBAC assessment  <b>Metric:</b> SBAC assessment scores	<b>Increase students scoring Proficient and above on the CCSS/SBAC mathematics scores established in 2014-2015</b>	All students Low Income Students English Learners Foster Youth Students with disabilities	All		Benchmark	B. + 1%	B. + 3%	Student achievement – performance on standardized tests  Implementation of the Common Core state standards

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		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
7	Need: to increase the number of parents providing input about school conditions  Metric: School Experience Survey	<i>Increase the number of parents completing the school experience survey annually</i>	All parents	All	6% completion rate	10%	15%	20%	Parental involvement – Efforts to seek parent input
8	Need: to teach parents how to support learning at home and at school  Metric: Delivery of modules	<i>Increase percentage of parents training on academic initiatives by providing a minimum of four workshops on campus annually</i>	All parents	All		10%	15%	20%	Parental involvement – promotion of parental participation
9	Need: To increase the number of students who successfully complete high school college and career ready  Metrics: 4-year cohort graduation rate A-G Completion rates EAP	Increase 4-year cohort graduation rate.	All students  English Learners  Foster Youth  Low Income Students  Students with disabilities	All		Benchmark	B + 2%	B + 3%	Student Achievement – share of students college and career ready  Student Engagement – high school graduation rate  Course Access (A-G graduation



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		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
									requirements)
10	<p><b>Need:</b> Ensure that secondary students are on-track to graduation from high school</p> <p><b>Metrics:</b> IGP completion rate A-G Progress monitoring On-track to graduate monitoring</p>	Increase students completing an annual Individual Graduation Plan (IGP)	All students  English Learners  Foster Youth  Low Income Students  Students with disabilities	All	Individual graduation plan to be implemented 2014-2015 school year	Benchmark	Benchmark + 1%	Benchmark + 3%	Student Achievement – High school graduation rate - on track to graduate  Course access – (A_G graduation requirements)  High School Drop Out rates  Other Student Outcomes
11	<p><b>Need:</b> To provide and maintain Basic Services for students and schools</p> <p><b>Metric:</b> Teacher Assignments, NCLB Compliance grid</p>	Basic Services: Maintain the appropriate assignment of teachers and fully credentialed in the subject areas and for the pupils they are teaching	All students  English Learners  Foster Youth  Low Income Students  Students with disabilities	All		Benchmark	B + 1%	B + 2%	Basic Services – Teacher assignments/miss-assignments
12	<p><b>Need:</b> To provide and maintain Basic Services for students and schools</p>	To provide all students in A-G courses access	All students	All		Benchmark	B + 1%	B + 2%	Basic Services – Standards-aligned instructional

#	Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
	<b>Metric:</b> Standards aligned instructional material	to standards-aligned instructional material							materials
13	<b>Need:</b> To provide and maintain Basic Services for students and schools – to maintain school facilities in good repair  <b>Metric:</b> SARC Report: Facilities that are safe, clean and in good repair  Parent satisfaction survey	To ensure that the school instructional facility is in good repair.	All students	All		Benchmark	B + 1%	B + 2%	Basic Services – School in good repair
14	<b>Need:</b> to achieve or maintain school attendance rates that support student learning  <b>Metric:</b> Attendance Rate ADA	To increase the percentage of students attending 173-180 days each school year	All students English Learners Foster Youth Low Income Students Students with disabilities	All		Benchmark	B + 1%	B + 2%	Student Engagement – School attendance rates, chronic absenteeism rates
15	<b>Need:</b> to increase the number of students who demonstrate college readiness through EAP exam  <b>Metric:</b> EAP test results	To increase the percentage of students who pass the EAP exam with the score of	All students English Learners Foster Youth	All		Benchmark	B + 1%	B + 2%	Student Achievement - EAP results, percent of students that are college and career

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		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
		proficient or above	Low Income Students Students with disabilities						ready
16	<b>Need:</b> to improve academic performance of all students  <b>Metric:</b> API Score, Standardized test scores	To increase school's score on API	All students English Learners Foster Youth Low Income Students Students with disabilities	All	647	660	675	690	Student Achievement – API, performance on standardized tests
17	<b>Need:</b> to increase the number of parents providing input about school conditions  <b>Metric:</b> Parent attendance at Booster Meetings	To increase the number of parents including those of unduplicated students attending monthly booster meetings	English Learners Foster Youth Low Income Students Students with disabilities	All	Benchmark data to be collected in 2014-2015	Benchmark	Benchmark + 1%	Benchmark + 3%	Parent involvement – parent input for decisions at school site, promotion of participation of parents representing unduplicated pupils and special need subgroups
18	<b>Need:</b> To increase student academic performance on standardized tests  <b>Metric:</b>	To improve the number of students passing the CAHSEE – math	All students English Learners Foster Youth	All	2013-2014 pass rate 81%	Pass rate 82%	Pass rate 85%	Pass rate 88%	Pupil Achievement – performance on standardized tests  Implementation of

#	Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
		Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
	CAHSEE Math Scores	during the 10 <sup>th</sup> grade administration	Low Income Students Students with disabilities					performance standards – Pupil Engagement – high school graduation rate	
19	Need: To increase student academic performance on standardized tests  Metric: CAHSEE ELA Scores	To improve the number of students passing the CAHSEE – ELA during the 10 <sup>th</sup> grade administration	All students English Learners Foster Youth Low Income Students Students with disabilities	All	2013-2014 pass rate 74%	Pass Rate 78%	Pass rate 81%	Pass rate 84%	Pupil Achievement – Performance on standardized tests  Implementation of State Standards  Pupil Engagement – high school graduation rate

**Section 3: Actions, Services, and Expenditures**

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

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner,

and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

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

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

	Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
						LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	<p>To increase the number of students who graduate high school college and career ready</p> <p>Decrease students missing 12 days or more each school year</p> <p>Decrease the number of suspensions for all students</p> <p>To reduce the number of students expelled</p> <p>Increase students scoring Proficient and above on the CCSS/SBAC benchmark English language arts scores established in 2014-2015</p> <p>Increase students scoring Proficient and above on the CCSS/SBAC benchmark mathematics scores</p>	<p>Basic Services</p> <ul style="list-style-type: none"> <li>- Teacher assignments</li> <li>- NCLB compliant</li> <li>- Access to standards-aligned material</li> </ul> <p>Implementation of State Standards</p> <ul style="list-style-type: none"> <li>- Implementation of academic content and performance standards</li> </ul> <p>Course Access</p> <ul style="list-style-type: none"> <li>- Student access and enrollment in all required areas</li> </ul> <p>Pupil Achievement</p> <ul style="list-style-type: none"> <li>- Performance on standardized tests</li> <li>- Score on Academic Performance Index</li> <li>- Percent of students that are college and career ready</li> <li>- Advanced placement scores of 3 or higher</li> <li>- EAP results</li> </ul> <p>Other Pupil Outcomes</p> <ul style="list-style-type: none"> <li>- Other indicators of student performance in required areas of</li> </ul>	<p><b><u>Service for all students</u></b></p> <p><b><u>Parental Involvement</u></b></p> <p>Provide parent training, learning opportunities and workshops; Supporting Common Core State Standards literacy at home,</p> <p><b><u>Professional Development</u></b></p> <p>Professional development of instructional staff will be conducted reflecting the priorities and topics below, which support the implementation for the Common Core State Standards and the state’s priorities as identified by the State Board of Education and California Department of Education. Priority topics in the LCAP year and forward include:</p> <ul style="list-style-type: none"> <li>- Standards-focused professional development improving instructional capacity in all content areas</li> <li>- Alternatives to suspension</li> <li>- Positive Behavior Support Systems</li> <li>- Common core state standards English Language Art shifts. Mathematics and supplemental programs</li> <li>- Response to Instruction and intervention</li> <li>- Effective use of technology in the classroom for teaching and learning</li> <li>- Assessment of student progress</li> <li>- Writing, speaking and listening standards</li> <li>- Content standards integration</li> <li>- Integration of the Arts</li> <li>- Teacher growth and development cycle</li> <li>- Strategies for students with disabilities (SWD) in</li> </ul>	LEA-wide		\$5000	\$5200	\$5408
						\$10,000	\$10,400	\$10,816

	Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
						LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	<p>established in 2014-2015</p> <p>Increase the number of parents completing the school experience survey annually</p> <p>Increase percentage of parents training on academic initiatives by providing a minimum of four workshops on campus annually</p> <p>Increase 4-year cohort graduation rate.</p> <p>Increase students completing an annual Individual Graduation Plan (IGP)</p> <p>Basic Services: Maintain the appropriate assignment of teachers and fully credentialed in the subject areas and for the pupils they are teaching</p> <p>To provide all students in A-G courses access to standards-aligned instructional material</p>	<p>study</p> <p>Parent Involvement</p> <ul style="list-style-type: none"> <li>- Parent input for decisions at school site</li> <li>- Promotion of participation of parents representing unduplicated pupils and special need subgroups</li> </ul> <p>Pupil Engagement</p> <ul style="list-style-type: none"> <li>- School attendance rates</li> <li>- Chronic absenteeism rates</li> <li>- High school dropout rates</li> <li>- High school graduation rate</li> </ul> <p>School Climate</p> <ul style="list-style-type: none"> <li>- Suspension rates</li> <li>- Expulsion rates</li> <li>- Local measures to gauge perceptions of school safety and connectedness</li> </ul>	<p>General Education settings</p> <ul style="list-style-type: none"> <li>- Access to the core strategies for English learners</li> </ul> <p><b>Curriculum:</b> Curriculum is an important part of the implementation of the Common Core State Standards. Ensuring that all curriculum and instruction is aligned to content standards and the CCSS is instrumental for student success.</p> <ul style="list-style-type: none"> <li>- Supplemental curriculum and materials supporting CCSS</li> <li>- Content design lessons</li> <li>- Alignment of curriculum with CCSS, English language development standards and California content standards</li> <li>- Math curriculum adoption</li> <li>- Textbooks and instructional materials</li> </ul> <p><b>Instruction:</b> The methods, practices and delivery of instructional content are critical to the engagement and learning of every student. Differentiation, personalization and pacing all impact a student's ability to understand and learn. The elements below provide aspects of the critical elements of good instruction while bringing the school's curricula and content into alignment with the Common Core State standards. The school will leverage new models, technology and resources for the greatest impact and learning gains by all of our students.</p> <ul style="list-style-type: none"> <li>- Teachers and instructional staff</li> <li>- Implementation of shifts in mathematics and ELA</li> <li>- Interdisciplinary instruction</li> <li>- Effective use of technology in the classroom designed to support teaching and learning</li> <li>- Lesson design</li> </ul> <p><b>Assessment</b> Assessments are an integral part of the instruction process and are crucial for helping students learn. Effective assessments serve as a meaningful source of information</p>			<p>\$32,000</p> <p>\$1,124,484</p> <p>\$10,000</p>	<p>\$33,680</p> <p>\$1,169,463</p> <p>\$10,400</p>	<p>\$35,427</p> <p>\$1,216,242</p> <p>\$10,816</p>

	Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
						LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	<p>To increase the percentage of students attending 173-180 days each school year</p> <p>To increase the percentage of students who pass the EAP exam with the score of proficient or above</p> <p>To increase school's score on API</p> <p>To increase the number of parents including those of unduplicated students attending monthly booster meetings</p> <p>To improve the number of students passing the CAHSEE – math during the 10<sup>th</sup> grade administration</p> <p>To improve the number of students passing the CAHSEE – ELA during the 10<sup>th</sup> grade administration</p>		<p>that can benefit teachers, students and school leaders.</p> <ul style="list-style-type: none"> <li>- Graduation checks</li> <li>- NEWA</li> <li>- CAHSEE scores</li> <li>- Internal benchmark data</li> </ul> <p><u>Programs and Interventions</u> Specific programs that are geared toward the needs of all students and those students with specific needs such as Special Education or accessing student health, counseling and related services using a multi-tiered system of supports. These interventions and programs target student academic, socio-behavioral, mental and related student needs in order to ensure academic success.</p> <p>Academic Interventions</p> <ul style="list-style-type: none"> <li>- ELA and math interventions</li> <li>- Early college courses</li> </ul> <p>Special Education</p> <ul style="list-style-type: none"> <li>- Integration of students in the General Education setting</li> <li>- Transition services</li> <li>- Language and speech</li> <li>- Behavior, emotional counseling</li> <li>- Educationally related intensive counseling services</li> </ul> <p><u>Other School Personnel</u> Implementation and delivery of services for students. The identification, recruitment, placement and training of employees to carry out the work of the school. This includes all staff not directly associated with classroom instruction.</p> <p>Staffing</p> <ul style="list-style-type: none"> <li>- Student Support and Service Coordinators and Counselors</li> </ul>			\$179,160	\$186,326	\$193,779
	To ensure that the school instructional facility is in good repair.	<p>Basic Services</p> <ul style="list-style-type: none"> <li>- Teacher assignments</li> <li>- NCLB compliant</li> <li>- Access to standards-</li> </ul>	<p>Main office</p> <p>Operations including facilities, maintenance and operations and LEA wide supports are managed and performed</p>	LEA-wide		\$593,935	\$617,692	\$642,400



	Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
						LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	<p>To provide all students in A-G courses access to standards-aligned instructional material</p> <p>Increase the number of parents completing the school experience survey annually</p> <p>Increase percentage of parents training on academic initiatives by providing a minimum of four workshops on campus annually</p> <p>Increase students scoring Proficient and above on the CCSS/SBAC benchmark English language arts scores established in 2014-2015</p> <p>Increase students scoring Proficient and above on the CCSS/SBAC benchmark mathematics scores established in 2014-2015</p>	<p>aligned material</p> <p>Pupil Engagement</p> <ul style="list-style-type: none"> <li>- Chronic absenteeism rates</li> </ul>	<p>through the staff in the main office. Instructional services are mainly reflected in prior rows.</p>					
	To ensure that the	<p>Basic Services</p> <ul style="list-style-type: none"> <li>- School facilities in</li> </ul>	Facilities, Maintenance and Operations –	LEA-		\$396,002	\$411,842	\$428,315

	Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
						LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	<p>school instructional facility is in good repair.</p> <p>To provide all students in A-G courses access to standards-aligned instructional material</p> <p>Increase students scoring Proficient and above on the CCSS/SBAC benchmark English language arts scores established in 2014-2015</p> <p>Increase students scoring Proficient and above on the CCSS/SBAC benchmark mathematics scores established in 2014-2015</p>	<p>good repair</p> <ul style="list-style-type: none"> <li>- Access to standards-aligned material</li> </ul> <p>Implementation of State Standards</p> <ul style="list-style-type: none"> <li>- Implementation of academic content and performance standards</li> </ul> <p>Course Access</p> <ul style="list-style-type: none"> <li>- Student access and enrollment in all required areas</li> </ul>	<p>including telephone, maintenance, and other expenditures supporting the operation of the campus</p>	<p>wide</p>				

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p>To increase the number of students who graduate high school college and career ready</p> <p>Decrease students missing 12 days or more each school year</p> <p>Decrease the number of suspensions for all students</p> <p>To reduce the number of students expelled</p> <p>Increase students</p>	<p>Basic Services</p> <ul style="list-style-type: none"> <li>- Teacher assignments</li> <li>- NCLB compliant</li> <li>- Access to standards-aligned material</li> </ul> <p>Implementation of State Standards</p> <ul style="list-style-type: none"> <li>- Implementation of academic content and performance standards</li> </ul> <p>Course Access</p> <ul style="list-style-type: none"> <li>- Student access and enrollment in all required areas</li> </ul> <p>Pupil Achievement</p> <ul style="list-style-type: none"> <li>- Performance on standardized tests</li> <li>- Score on Academic Performance Index</li> <li>- Percent of students that</li> </ul>	<p>For low income pupils</p> <p><b><u>Parental Involvement</u></b> Provide parent training, learning opportunities and workshops; Supporting Common Core State Standards literacy at home,</p> <p><b><u>Professional Development</u></b> Professional development of instructional staff will be conducted reflecting the priorities and topics below, which support the implementation for the Common Core State Standards and the state’s priorities as identified by the State Board of Education and California Department of Education. Priority topics in the LCAP year and forward include:</p> <ul style="list-style-type: none"> <li>- Standards-focused professional development improving instructional capacity in all content areas</li> <li>- Alternatives to suspension</li> </ul>	LEA wide		<p>\$5000</p> <p>\$10,000</p>	<p>\$5200</p> <p>\$10,400</p>	<p>\$5408</p> <p>\$10,816</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?			
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
<p>scoring Proficient and above on the CCSS/SBAC benchmark English language arts scores established in 2014-2015</p> <p>Increase students scoring Proficient and above on the CCSS/SBAC benchmark mathematics scores established in 2014-2015</p> <p>Increase the number of parents completing the school experience survey annually</p> <p>Increase percentage of parents training on academic initiatives by</p>	<p>are college and career ready</p> <ul style="list-style-type: none"> <li>- Advanced placement scores of 3 or higher</li> <li>- EAP results</li> </ul> <p>Other Pupil Outcomes</p> <ul style="list-style-type: none"> <li>- Other indicators of student performance in required areas of study</li> </ul> <p>Parent Involvement</p> <ul style="list-style-type: none"> <li>- Parent input for decisions at school site</li> <li>- Promotion of participation of parents representing unduplicated pupils and special need subgroups</li> </ul> <p>Pupil Engagement</p> <ul style="list-style-type: none"> <li>- School attendance rates</li> <li>- Chronic absenteeism rates</li> <li>- High school dropout rates</li> <li>- High school graduation rate</li> </ul> <p>School Climate</p> <ul style="list-style-type: none"> <li>- Suspension rates</li> <li>- Expulsion rates</li> <li>- Local measures</li> </ul>	<ul style="list-style-type: none"> <li>- Positive Behavior Support Systems</li> <li>- Common core state standards English Language Art shifts. Mathematics and supplemental programs</li> <li>- Response to Instruction and intervention</li> <li>- Effective use of technology in the classroom for teaching and learning</li> <li>- Assessment of student progress</li> <li>- Writing, speaking and listening standards</li> <li>- Content standards integration</li> <li>- Integration of the Arts</li> <li>- Teacher growth and development cycle</li> <li>- Strategies for students with disabilities (SWD) in General Education settings</li> <li>- Access to the core strategies for English learners</li> </ul> <p><b>Curriculum:</b> Curriculum is an important part of the implementation of the Common Core State Standards. Ensuring that all curriculum and instruction is aligned to content standards and the CCSS is</p>						
						\$32,000	\$33,680	\$35,427

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p>providing a minimum of four workshops on campus annually</p> <p>Increase 4-year cohort graduation rate.</p> <p>Increase students completing an annual Individual Graduation Plan (IGP)</p> <p>Basic Services: Maintain the appropriate assignment of teachers and fully credentialed in the subject areas and for the pupils they are teaching</p> <p>To provide all students in A-G courses access to standards-</p>	<p>to gauge perceptions of school safety and connectedness</p>	<p>instrumental for student success.</p> <ul style="list-style-type: none"> <li>- Supplemental curriculum and materials supporting CCSS</li> <li>- Content design lessons</li> <li>- Alignment of curriculum with CCSS, English language development standards and California content standards</li> <li>- Math curriculum adoption</li> <li>- Textbooks and instructional materials</li> </ul> <p><b><u>Instruction:</u></b> The methods, practices and delivery of instructional content are critical to the engagement and learning of every student. Differentiation, personalization and pacing all impact a student's ability to understand and learn. The elements below provide aspects of the critical elements of good instruction while bringing the school's curricula and content into alignment with the Common Core State standards. The school will leverage new models, technology and resources for the greatest impact and learning gains by all of our students.</p> <ul style="list-style-type: none"> <li>- Teachers and</li> </ul>			<p>\$1,124,484</p>	<p>\$1,169,463</p>	<p>\$1,216,242</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
<p>aligned instructional material</p> <p>To increase the percentage of students attending 173-180 days each school year</p> <p>To increase the percentage of students who pass the EAP exam with the score of proficient or above</p> <p>To increase school's score on API</p> <p>To increase the number of parents including those of unduplicated students attending monthly booster meetings</p>		<p>instructional staff</p> <ul style="list-style-type: none"> <li>- Implementation of shifts in mathematics and ELA</li> <li>- Interdisciplinary instruction</li> <li>- Effective use of technology in the classroom designed to support teaching and learning</li> <li>- Lesson design</li> </ul> <p><b>Assessment</b> Assessments are an integral part of the instruction process and are crucial for helping students learn. Effective assessments serve as a meaningful source of information that can benefit teachers, students and school leaders.</p> <ul style="list-style-type: none"> <li>- Graduation checks</li> <li>- NEWA</li> <li>- CAHSEE scores</li> <li>- Internal benchmark data</li> </ul> <p><b>Programs and Interventions</b> Specific programs that are geared toward the needs of all students and those students with specific needs such as Special Education or accessing student health, counseling and related services using a multi-tiered system of supports. These interventions and programs target student academic, socio-behavioral, mental and related student</p>			<p>\$10,000</p> <p>\$179,160</p>	<p>\$10,400</p> <p>\$186,326</p>	<p>\$10,816</p> <p>\$193,779</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?			
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
<p>To improve the number of students passing the CAHSEE – math during the 10<sup>th</sup> grade administration</p> <p>To improve the number of students passing the CAHSEE – ELA during the 10<sup>th</sup> grade administration</p>		<p>needs in order to ensure academic success.</p> <p>Academic Interventions</p> <ul style="list-style-type: none"> <li>- ELA and math interventions</li> <li>- Early college courses</li> </ul> <p>Special Education</p> <ul style="list-style-type: none"> <li>- Integration of students in the General Education setting</li> <li>- Transition services</li> <li>- Language and speech</li> <li>- Behavior, emotional counseling</li> <li>- Educationally related intensive counseling services</li> </ul> <p><u>Other School Personnel</u> Implementation and delivery of services for students. The identification, recruitment, placement and training of employees to carry out the work of the school. This includes all staff not directly associated with classroom instruction. Staffing Student Support and Service Coordinators and Counselors</p>				<p>\$106,000</p>	<p>\$110,240</p>	<p>\$114,649</p>

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

Benchmark data will be gathered in the 2014-2015 school year and will be used to gauge how the services provided in the LCAP for low income pupils provided for increased and improved services for these pupils in proportion to the increase in funding provided for such pupils. Data will be used to assess the effectiveness of the services provided in subsequent years.

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

Benchmark data will be gathered in the 2014-2015 school year and will be used to gauge how the services provided in the LCAP for low income pupils provided for increased and improved services for these pupils in proportion to the increase in funding provided for such pupils. Data will be used to assess the effectiveness of the services provided in subsequent years.

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