

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

**Introduction:**

LEA: Heritage Digital Academy Middle School  
(760) 294-5599

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LCAP Year: 2015-2016

***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?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>The school consulted with teachers, administrators, other school personnel, parents, board members, and pupils in developing the annual update. The plan was approved by the school’s Board of Directors on May 27, 2015.</p>	<p>Consensus was reached on goals and the actions needed to reach those goals.</p>
<p><b>Annual Update:</b></p> <p>Throughout the year, input was continuously sought from all stakeholders.</p>	<p><b>Annual Update:</b></p> <p>Input from stakeholders helped the school determine goals for the upcoming school year.</p>

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).

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

**Scope of Service:** Describe the scope of each action/service by identifying the 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?

<p>GOAL #1:</p>	<p>Improve pupil learning: Student achievement will increase annually in all content areas, with a focus on mathematics and writing achievement.</p>	<p>Related State and/or Local Priorities:            1__ 2_x 3__ 4_x 5__ 6__ 7_x 8_x            COE only: 9__ 10__            Local : Specify _____</p>
<p>Identified Need :</p>	<p>State and local assessment results show a need to improve achievement especially in mathematics and writing.</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Heritage Digital Academy Middle School</p>
	<p>Applicable Pupil Subgroups:</p>	<p>All students and subgroups</p>
<p><b>LCAP Year 1: 2015-16</b></p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Math –Students will show annual gains in mathematics as demonstrated through any of the following metrics: grades, proficiency rates, high school placement assessments, or any other measurable outcomes.            Writing – All students will show improvement in writing skills as demonstrated by grades in writing classes, or any other measurable outcome.            Low income subgroup will show gains in academic achievement compared to the previous year.            Baseline scores will be established for Smarter Balanced Assessments in English-language arts and mathematics.</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Interventions</u></p> <p>Student performance will be analyzed, and weak areas will be identified. All students will have access to interventions to improve academic performance including but not limited to:</p> <ul style="list-style-type: none"> <li>• Daily tutorial</li> <li>• Saturday school</li> <li>• Math lab 4-5 days per week</li> <li>• Teen Biz literacy program</li> </ul> <p><u>Low Income students</u></p> <p>Student performance in the low income subgroup will be analyzed, and targeted interventions will be provided utilizing the interventions listed above.</p>	<p>School</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Tutorial: \$39,600 Supplemental Funds</p>
		<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Saturday School: \$5,000 General Funds</p> <p>Math lab: \$5,000 Supplemental Funds</p>
			<p>Teen Biz: \$1,500 General Fund</p> <p>Low Income analysis and targeted interventions: \$1000 Supplemental Funds</p>

<p><u>Technology</u></p> <p>The school will maintain, expand, and support its technology network as needed in order to facilitate student achievement in the following ways:</p> <ul style="list-style-type: none"> <li>• Purchase Teachscape, a professional development tool aligned to CCSS used to train administrators on teacher evaluations</li> <li>• Identify achievement gaps using Synergy, Illuminate etc.</li> <li>• Maintain and expand “It’s Learning” learning management system.</li> <li>• Facilitate Smarter Balanced testing</li> <li>• Engage students and parents through the Synergy Parent Portal, newsletters, surveys, etc.</li> <li>• Maintain and expand online curricular content deliveries including Teen Biz, Achieve 3000, math labs, Academic Writing etc.</li> </ul>		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Technology support: \$23,000 General Funds</p> <p>Synergy cost and input: \$5,000 General Fund</p> <p>Teachscape: \$1,000 General Funds</p> <p>Illuminate and Synergy to identify achievement gaps: \$2,000 Supplemental Funds</p> <p>“It’s Learning” Management System: \$1,000 General Funds</p> <p>Testing: \$2,000 General Funds</p> <p>Website/Parent Portal: \$1,500 General Funds</p> <p>Online content: \$5,000 Supplemental Funds</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Student achievement in math, writing and other content areas will show continued improvement.                  Low income subgroup scores will show continued improvement.                  Smarter Balanced baseline scores will be compared to current scores for comparison and analysis</p>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p><u>Interventions</u> will continue as listed for the previous year and will be available to all students.   <u>Low Income students</u>                  Student performance in the low income subgroup will be analyzed, and targeted interventions will be provided.</p>	<p>School</p>	<p><input checked="" type="checkbox"/> ALL                  OR:  <input checked="" 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>Interventions will continue based on available funding.</p>
<p><u>Technology</u>                  The school will continue to maintain, expand, and support its technology network as needed in order to improve student achievement and facilitate Smarter Balanced assessments.</p>	<p>School</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>Technology purchases, support, IT, network, and consulting will continue based on available funding.</p>

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Student achievement in math, writing and other content areas will show continued improvement.                  Low income subgroup scores will show continued improvement.                  Smarter Balanced baseline scores will be compared to current scores for comparison and analysis</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p><u>Interventions</u> will continue as listed for the previous year and will be available to all students.   <u>Low Income students</u>                   Student performance in the low income subgroup will be analyzed, and targeted interventions will be provided.</p>	<p>School</p>	<p><input checked="" type="checkbox"/> ALL                   OR:  <input checked="" 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>Interventions will continue based on available funding.</p>
<p><u>Technology</u>                   The school will continue to maintain, expand, and support its technology network as needed in order to improve student achievement and facilitate Smarter Balanced assessments.</p>	<p>School</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>Technology purchases, support, IT, network, and consulting will continue based on available funding.</p>

<b>GOAL #2:</b>	Implementation of state standards: Common Core State Standards will be implemented in English Language Arts and Mathematics and state academic content and performance standards will be implemented and/or maintained in other core courses based on the latest published standards adopted by the state board of education.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 ___ 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____	
<b>Identified Need :</b>	Textbooks and materials are needed in order to fully implement state standards		
<b>Goal Applies to:</b>	<b>Schools:</b> Heritage Digital Academy Middle School		
	<b>Applicable Pupil Subgroups:</b> All students and subgroups		
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	All students will have sufficient access to standards aligned books and materials in all subjects.  CCSS alignment and implementation will continue in English and Mathematics.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Standards aligned Textbooks and materials will be purchased and implemented as needed. Anticipated purchases include:  Grammar books Grade 6  Grammar books Grade 8  Online History resources  Online Science resources	School	<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)_____	Textbooks and materials: \$27,000  Lottery Funds

<b>Professional Development:</b> Teachers will have time to align curriculum to standards and receive training on implementation.		<input checked="" type="checkbox"/> ALL	Professional Development: \$1,000 Supplemental Funds
		OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	All students will have sufficient access to standards aligned books and materials in all subjects.  CCSS alignment and implementation will continue in English and Mathematics.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<u>Textbook and material purchases</u> will continue as needed to fully implement standards.	School	<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)_____	Textbooks and materials will be purchased based on funding.
<u>Professional Development</u> on standards implementation	School	<input checked="" type="checkbox"/> ALL	Professional

<p>and curricular alignment will continue as needed.</p>	<p>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>Development will be scheduled based on funding.</p>
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**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>All students will have sufficient access to standards aligned books and materials in all subjects.                  CCSS alignment and implementation will continue in English and Mathematics.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p><u>Textbook and material purchases</u> will continue as needed to fully implement standards.</p>	<p>School</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>Textbooks and materials will be purchased based on funding.</p>
<p><u>Professional Development:</u> on standards implementation</p>	<p>School</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Professional</p>

and curricular alignment will continue as needed.

OR:

Low Income pupils  English Learners

Foster Youth  Redesignated fluent English proficient

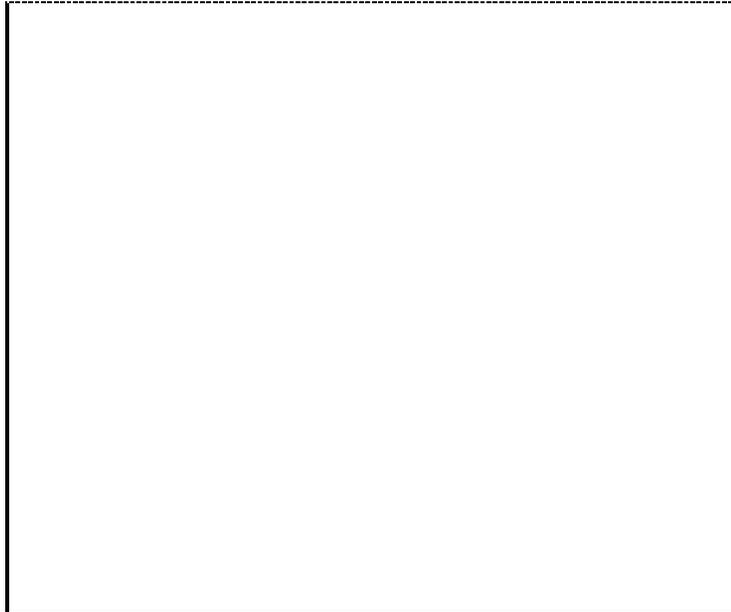
Other Subgroups:(Specify) \_\_\_\_\_

Development will be scheduled based on funding.

<b>GOAL #3:</b>	School climate: The school will create and maintain a safe, orderly learning environment that supports academic achievement.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7_x 8_x COE only: 9__ 10__ Local : Specify _____
<b>Identified Need :</b>	Data shows an increase in school suspensions from 2014 to 2015.		
<b>Goal Applies to:</b>	<b>Schools:</b>	Heritage Digital Academy Middle School	
	<b>Applicable Pupil Subgroups:</b>	All students and subgroups	
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	School suspension rate will decrease by 1% from 2015 (6% or 18 students) to 2016.  School expulsion rate will not exceed 1%		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<ul style="list-style-type: none"> <li>The school will maintain the successful security measures that are already in place including: security guard; reporting policy; and visitor policy;</li> <li>Continued enforcement of the anti-bullying and zero tolerance policies in the student handbook</li> <li>Students will attend a variety of assemblies focusing on bullying, cyber safety, perseverance, Patriot’s Day, Veteran’s Day, awards and other gatherings that support student and parent engagement and</li> </ul>	School	__x__ ALL  OR: __ Low Income pupils __ English Learners  __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Security measures: \$500 General Fund  Assemblies: \$100 General Fund  Saturday School: \$2,500 General Fund

foster positive values.

- Saturday School will be continued once per month to reduce student suspension incidents.
- A student Leadership Council will be added to increase student involvement and teach leadership skills.
- Staff will receive professional development relating to school safety.
- Staff and parents will have opportunities to provide ongoing feedback on safety and climate concerns to administration.



LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>The school suspension rate will decrease by 1% from the previous year.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>All actions and services from Year One will be continued as needed.</p>	<p>School</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding for security measures will continue.</p>

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>The school suspension rate will decrease by 1% from the previous year.</p>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>All actions and services from Year 2 will be continued as needed.</p>	<p>School</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Funding for security measures will continue.</p>

## 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 from prior year LCAP (2014-15):	<b>Goal #1 - Conditions of Learning: Basic</b> 1. All teachers will be appropriately assigned and credentialed 2. Every pupil has sufficient access to standards-aligned instructional materials. 3. School facilities are maintained and in good repair.		Related State and/or Local Priorities: 1__x__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Heritage Digital Academy Middle School		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All students and subgroups		
Expected Annual Measurable Outcomes:	All teachers will be appropriately credentialed and assigned; Sufficiency of instructional materials will be maintained; a maintenance needs list will be implemented.	Actual Annual Measurable Outcomes:	All teachers are appropriately credentialed and assigned; all students have adequate instructional materials; maintenance needs list is ongoing. Goals have been met.	
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	

<ul style="list-style-type: none"> <li>• Teacher assignments and the currency of credentials will be reviewed annually and before hiring of new teachers.</li> <li>• School administrators will review the availability of standards-aligned materials and order additional materials as needed.</li> <li>• A maintenance priority list will be maintained to address facility issues.</li> <li>• Maintenance director will report progress to school administrators at least weekly.</li> </ul>	<p>Annual review of credentials: \$5,000 General Fund (GF)</p> <p>Review and ordering of standards-aligned materials: \$5,000, GF</p> <p>Maintenance priority list and report of progress: \$3,000, GF</p>	<p>Teacher assignments and the currency of credentials are reviewed at least twice each year and prior to hiring. All teachers are appropriately assigned and credentialed.</p> <p>The school director and his staff review the availability of standards-aligned materials on an ongoing basis and well under the spring ordering deadline the next school year.</p> <p>Books and materials were ordered and implemented as needed.</p> <p>The Maintenance Director maintains a priority list to address facility issues and reports progress at least weekly at scheduled Director’s meetings.</p>	<p>Budgeted expenses matched actual expenses</p> <p>\$5,000 credential review</p> <p>\$5,000 Materials review and ordering</p> <p>\$3,000 Maintenance reports and lists</p>
<p>Scope of service:</p>	<p>School</p>	<p>Scope of service:</p>	<p>School</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	

<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	
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<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>This goal has been met and will be maintained.</p>
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<p>Original GOAL from prior year LCAP (2014-15):</p>	<p>Goal #2 - <u>Conditions of Learning</u>: Implementation of state standards                  CCSS will be implemented in all core subjects; EL students will gain content knowledge through CCSS.</p>		<p>Related State and/or Local Priorities:                  1__ 2__ x 3__ 4__ 5__ 6__ 7__ 8__                  COE only: 9__ 10__                  Local : Specify _____</p>		
<p>Goal Applies to:</p>		<p>Schools:</p>	<p>Heritage Digital Academy Middle School</p>		
<p>Expected Annual Measurable Outcomes:</p>		<p>Applicable Pupil Subgroups:</p>	<p>All students and subgroups</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>CCSS will be implemented in core subjects (English and math)                  EL subgroup scores on ELA will show growth over previous year</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>The CCSS implementation process is ongoing in both English and Mathematics. Mathematics textbooks were purchased.                  There were not enough EL students to constitute a significant subgroup, and therefore measurable outcomes were not available. Individual scores on CELDT, however, showed improvement in EL development.</p>		
<p><b>LCAP Year: 2014-15</b></p>					
<p>Planned Actions/Services</p>			<p>Actual Actions/Services</p>		
		<p>Budgeted Expenditures</p>			<p>Estimated Actual Annual Expenditures</p>

<ul style="list-style-type: none"> <li>School administrators will work with teaching staff to re-aligned curriculum to CCSS</li> <li>Teachers will receive Professional Development in CCSS implementation</li> <li>CCSS textbooks and materials will be purchased as needed.</li> <li>The school will provide the technological support and purchase the technology needed to support Smarter Balanced testing.</li> </ul>	<p>Realignment of curriculum: \$13,000 GF</p> <p>Professional development: \$2,000, GF</p> <p>Books and materials purchased: \$60,000, Lottery funds</p> <p>Technology support: \$4,000, Common Core State Standard funds (CCSS)</p> <p>Technology purchase: \$36,000, CCSS</p> <p>Monitoring of EL performance: \$2,500, GF</p>	<p>Directors worked with teaching staff to align current curriculum to CCSS; staff was given professional development in standardized instruction and Smarter Balanced assessment. Staff development and curricular alignment will continue.</p> <p>The school purchased standards-aligned materials including Brain Pop and Achieve 3000.</p> <p>A variety of books and materials were purchased including:</p> <ul style="list-style-type: none"> <li>“It's Learning” learning management system</li> <li>New curriculum from Houghton-Mifflin Harcourt digital edition for 7th and 8th grade science and history.</li> <li>Six new books in grades 6-8 for Great Books class</li> <li>Math textbooks including: Saxon Course 1, Course 2, Course 3 (Pre Algebra), Algebra 1, and Algebra 2.</li> </ul> <p>Smarter Balanced testing was completed. Technology expansion and support will continue in the coming year.</p>	<p>Curricular realignment: \$13,000</p> <p>Professional Development: \$2,000</p> <p>Books and materials purchased: \$50,000</p> <p>Tech support: \$4,000</p> <p>Tech purchases: \$22,680</p> <p>EL performance monitoring: \$2,500</p>
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Scope of service:	School		Scope of service:	School	
<input checked="" type="checkbox"/> ALL			<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)_____			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 did not have an EL subgroup. EL students were included in services provided to all students at Heritage Digital Academy Middle School. We will continue funding, training, and technology support for CCSS implementation and other standards-based learning. Tech support and purchases were slightly less than budgeted.			

<p>Original GOAL from prior year LCAP (2014-15):</p>	<p>Goal #3 - <u>Conditions of Learning</u>: Course access</p> <p>All students will have access to and will be enrolled in a broad course of study to prepare them for high school.</p>		<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6__ 7_x_ 8_x_</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>		
<p>Goal Applies to:</p>		<p>Schools:</p>	<p>Heritage Digital Academy Middle School</p>		
		<p>Applicable Pupil Subgroups:</p>	<p>All students and subgroups</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>One additional learning opportunity or course will be added.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Course catalog was reviewed for gaps, and it was determined that additional learning opportunities were not needed during the 2014-15 school year.</p>		
<p><b>LCAP Year: 2014-15</b></p>					
<p>Planned Actions/Services</p>			<p>Actual Actions/Services</p>		
		<p>Budgeted Expenditures</p>			<p>Estimated Actual Annual Expenditures</p>

<ul style="list-style-type: none"> <li>School administrators will review course offerings at least annually and add courses and other learning opportunities when needs and gaps are identified.</li> <li>School administrators will meet at least monthly with high school administrators to work towards vertical articulation of course content and curriculum.</li> </ul>	<p>Course review \$1,000, GF</p> <p>Administrator meetings to articulate curriculum \$1,500, GF</p>	<p>The director and his staff reviewed course offerings during the year. Administrators met at least monthly with high school administration to articulate curriculum from middle school through high school.</p>	<p>Course review: \$1,000</p> <p>Administrative meetings: \$1,500</p>
<p>Scope of service:</p>	<p>School</p>	<p>Scope of service:</p>	<p>School</p>
<p><u>X</u> ALL</p>		<p><u>X</u> ALL</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>Review of courses and potential learning gaps will continue annually. Expenditures for this goal will not apply unless a new course or learning opportunity is added.</p>		

<p>Original GOAL from prior year LCAP (2014-15):</p>	<p>Goal #4 - <u>Pupil Outcomes</u>: Achievement</p> <p>All students will show gains in academic achievement.</p>		<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Heritage Digital Academy Middle School</p>		
	<p>Applicable Pupil Subgroups:</p>	<p>All students and subgroups.</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• The school will meet or exceed annual state API targets schoolwide and for significant subgroups.</li> <li>• Math - Students will show gains in mathematics, as demonstrated through any of the following metrics: grades, proficiency rates, or any other measurable outcome</li> <li>• The school will score six or higher on the Similar Schools ranking</li> <li>• EL students will show improvement in English language proficiency as measured by CELDT results or any other measurable outcome.</li> </ul>		<p>Actual Annual Measurable Outcomes:</p>	<p>The API has been discontinued.</p> <p>The Similar Schools Rank has been discontinued.</p> <p>All 8<sup>th</sup> graders are tested at the end of the year using a school-based assessment to determine their readiness for high school mathematics. Of the 51 students tested, 41 students (80%) were ready for Algebra I or higher compared to only 38% last year.</p> <p>All 6<sup>th</sup> grade students were tested in math skills at the beginning of the year and the end of the year. The student average on the pre-test was 26%. The student average on the post-test was 65%. This is a 39% increase on average and 150% overall improvement.</p> <p>There was no EL subgroup.</p>

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> <li>School administrators will analyze state mandated testing data by grade, subject, and subgroup and devise a plan to target deficient areas.</li> <li>School administrators will analyze API data annually and devise a plan to remedy areas of deficiency.</li> </ul>	Analysis of data \$5,000, GF Remediation plan \$18,000, GF	Directors analyzed data to assess student achievement and recommend interventions, which are detailed below. Saturday School was implemented. Math Labs are available four to five days per week. Tutorial may be accessed each day by students for each core subject. Teen Biz literacy program was implemented	Data analysis: \$5,000 Remediation: \$18,000
Scope of service:	School	Scope of service:	School
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	API and State Rankings have been discontinued; therefore our metrics will change for student academic performance. Funding for academic interventions will continue.		

<p>Original GOAL from prior year LCAP:</p>	<p>Goal #5 - <u>Engagement</u>: Parental involvement The school will actively promote and solicit parental involvement and input through a variety of avenues</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>	
<p>Goal Applies to:</p>		<p>Schools:</p>	<p>Heritage Digital Academy Middle School</p>	
		<p>Applicable Pupil Subgroups:</p>	<p>All students and subgroups</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>The school website will be upgraded to include a parent page. Parents will access the Parent Portal to view student grades. Parents will be involved in their child’s education and have a voice in school decisions.</p>		<p>Actual Annual Measurable Outcomes:</p>	<p>The school website includes a parent page. The school has 12 regular volunteers and 30 who are approved as volunteers. Parents regularly access the Synergy Parent Portal to view student grades. The Portal is maintained and is available to parents every day. Two parents serve on the school’s Board of Directors.</p>
<p><b>LCAP Year: 2014-15</b></p>				
<p>Planned Actions/Services</p>			<p>Actual Actions/Services</p>	
		<p>Budgeted Expenditures</p>	<p>Estimated Actual Annual Expenditures</p>	

<ul style="list-style-type: none"> <li>• A weekly newsletter will be posted to the school’s website.</li> <li>• Parents will have online access to their students’ grades and progress reports.</li> <li>• Parents will be actively recruited to serve on the school’s Board of Directors and in volunteer positions.</li> <li>• The school will provide the technological and administrative support needed to maintain the website and other technology needs.</li> <li>• All-school parent meetings will be held at least four times each year.</li> </ul>	<p>Weekly newsletter and parental online access: \$9,000, GF</p> <p>Support for website and general school technology: \$22,973, GF</p> <p>Parent meetings: \$250, GF</p> <p>Parent recruitment: \$500, GF</p>	<p>The school’s website is an integral part of school life and parent communication. Content is updated by the director and staff members, and parents have their own information page. Parent’s have online access to their students’ grades through the Synergy Parent Portal.</p> <p>Two parents serve on the Board of Directors. Parent information meetings are held at least four times each year.</p> <p>The school has 12 volunteers who help on a regular basis and a total of 30 approved volunteers. The main events manned by volunteers are: Scholastic Book Fair; weekly pizza and taco sales; and bi-annual school BBQ's.</p> <p>Volunteers are recruited at the beginning of the school year using the school’s email roster.</p>	<p>Newsletter and website maintenance: \$9,000</p> <p>Tech support: \$8,800</p> <p>Parent meetings: \$250</p> <p>Parent recruitment: \$250</p>
<p>Scope of service:</p>	<p>School</p>	<p>Scope of service:</p>	<p>School</p>
<p><u>  </u>x_ALL</p>		<p><u>  </u>x_ALL</p>	

<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	
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<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 are pleased with the scope and volume of parental engagement at our school. We plan to continue and expand efforts to involve parents. Tech support for the website and network upkeep cost less than anticipated.</p>
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Original GOAL from prior year LCAP:	Goal #6 - Engagement: Pupil engagement		Related State and/or Local Priorities:	
	The school will actively promote student engagement in all aspects of their education.		1__ 2__ 3__ 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__  Local : Specify _____	
Goal Applies to:	Schools:	Heritage Digital Academy Middle School		
	Applicable Pupil Subgroups:	All students and subgroups		
Expected Annual Measurable Outcomes:	Average daily attendance will be maintained at 95%.	Actual Annual Measurable Outcomes:	Average daily attendance was 98%, exceeding the annual goal.	
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures

<ul style="list-style-type: none"> <li>• School personnel will monitor student attendance daily</li> <li>• School administrators will monitor chronic absenteeism and unexcused absences and will take immediate and appropriate action as needed.</li> <li>• School administrators and staff will implement and maintain extra-curricular activities that promote student engagement.</li> </ul>	<p>Attendance monitoring: \$12,000, GF</p> <p>Extra-curricular activities reviewed; activities added as needed: \$10,000, GF</p>	<p>Attendance is monitored daily and interventions for chronic absenteeism and unexcused absences are dealt with immediately.</p> <p>An after school art class was added to increase student engagement, but this did not incur any additional expenses.</p>	<p>Attendance monitoring: \$12,000</p> <p>Extra curricular: \$0</p>
<p>Scope of service:</p>	<p>School</p>	<p>Scope of service:</p>	<p>School</p>
<p><u>x</u>_ALL</p>		<p><u>x</u>_ALL</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>This goal has been met. These actions and services will be maintained as a regular part of our school's culture.</p>		

Original GOAL from prior year LCAP:	Goal #7 - <u>Engagement</u> : School Climate The school will maintain a safe, orderly learning environment.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:		Schools:	Heritage Digital Academy Middle School	
		Applicable Pupil Subgroups:	All students and subgroups	
Expected Annual Measurable Outcomes:	The suspension rate will not exceed 1%. The expulsion rate will not exceed 1%.		Actual Annual Measurable Outcomes:	The suspension rate was 1% (six students) in 2014. The suspension rate was 6% in 2015 (18 students). There were three expulsions during the year, a rate of 1%.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	

<ul style="list-style-type: none"> <li>The school will maintain the successful security measures that are already in place including: security guard; reporting policy; visitor policy; bullying policy</li> <li>The school will hold regularly scheduled emergency drills.</li> <li>Staff will receive professional development relating to school safety.</li> <li>Staff and parents will have opportunities to provide ongoing feedback on safety and climate concerns.</li> </ul>	<p>Security measures maintained and analyzed: \$12,000, GF</p> <p>Emergency drills: \$150, GF</p> <p>Professional development: \$500, GF</p> <p>Staff and parent feedback reviewed: \$150, GF</p>	<p>Security measures have been maintained.</p> <p>Emergency drills were held three times during 2014-15 and included fire drills, a full lock down drill, and a modified lock down drill.</p> <p>The staff and administrators received professional development relating to blood borne pathogens, sexual harassment, and other issues relating to school safety.</p> <p>Parents and staff have formal and informal methods of providing feedback regarding school climate including emails, phone calls, staff meetings, conferences etc. Feedback is reviewed and evaluated by the director and his staff.</p>	<p>Security: \$12,000</p> <p>Drills: \$150</p> <p>Professional Development: \$500</p> <p>Feedback review: \$150</p>
<p>Scope of service:</p>	<p>School</p>	<p>Scope of service:</p>	<p>School</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</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>Heritage Digital Academy Middle School prides itself on maintaining a safe, orderly environment for staff, students, and visitors. This goal will continue since there was an unanticipated increase in school suspensions.</p>		

<p>Original GOAL from prior year LCAP:</p>	<p>Goal #8 - <u>Conditions of Learning</u>: Implementation of state standards: Low income pupils will gain academic content knowledge through CCSS.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>	
<p>Goal Applies to:</p>		<p>Schools:</p>	<p>Heritage Digital Academy Middle School</p>	
		<p>Applicable Pupil Subgroups:</p>	<p>Low Income subgroup</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Low income pupils will gain academic content knowledge through CCSS.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Low income students had access to a variety of interventions in order to improve their content knowledge and academic performance.</p>	
<p><b>LCAP Year: 2014-15</b></p>				
<p>Planned Actions/Services</p>			<p>Actual Actions/Services</p>	
		<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>

<p>School administrators will monitor the performance of low income pupil subgroups annually to ensure academic progress. Interventions will be implemented as needed</p>	<p>Performance monitoring \$4,500 Local Control Accountability supplemental funds (LCAP) Interventions as needed \$18,000, LCAP</p>	<p>All students, including low income students, had access to interventions as needed including:  Math labs 4-5 days per week  Saturday School  Teen Biz literacy program  Tutorial 45 minutes per day for core subjects</p>	<p>Monitoring: \$4,500  Interventions: \$18,000</p>
<p>Scope of service:</p>	<p>School</p>	<p>Scope of service:</p>	<p>School</p>
<p><input type="checkbox"/>_ALL</p>		<p><input type="checkbox"/>_ALL</p>	
<p>OR:  <input checked="" type="checkbox"/>_X 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>OR:  <input checked="" type="checkbox"/>_X 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>Targeted academic interventions will continue for this subgroup as well as for all students who need additional support.</p>		

**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:	\$ <u>52,792</u>
<p>Heritage Digital Academy Middle School (HDAMS) will receive an estimated \$52,792 in supplemental funding for 2015-16 generated by the school’s low-income (LI) population, the only numerically significant unduplicated demographic. The HDAMS unduplicated count is 40.21%. All estimated amounts and percentages are based on the FCMAT calculator estimates.</p> <p>We have determined the most effective use of funds is to provide increased and improved interventions, which are detailed in our goals for the year. We believe that this approach will have the greatest impact on our low-income population. These funds will directly support our LI population through ELA and Math Intervention, academic tutoring opportunities, and additional curriculum/material support.</p>	

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.

2.75	%
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The school will meet the 2.75 Minimum Proportionality Percentage in 2015-16 by increasing and expanding intervention services for unduplicated pupils as compared to the services provided to all pupils using the interventions as described in our plan goals.

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

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

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

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

- (1) The number of cohort members who 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).