

Introduction:

LEA: Sacramento Valley Charter School Contact: Shelia Gibson, Principal, sgibson.svcs@gmail.com 916 596-6422 LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>SVCS gathered community feedback through SurveyMonkey posted on the school website and on the school’s Facebook which addressed the 8 state priorities. SVCS sent a survey home and 169 were returned. SVCS has met with the Parent Teacher Organization (PTO), teachers and the Board of Directors. Administration has shared the alignment of Common Core State Standards (CCSS) with curriculum and assessment with stakeholders. SVCS provides continued Professional Development through Yolo and Sacramento County Offices of Education as well as through outside consultants and classes to train teachers in</p>	<p>Stakeholders gave feedback on 8 state priorities.</p> <p>Teachers and Parents engaged in development of CCSS which informs instructional needs and budgeting for resources.</p> <p>Survey results highlighted agreement with goals as</p>

<p>CCSS. SVCS posted and distributed information on CCSS educational reform, LCAP, and LCFF to the community with links and letters in English and Punjabi when available: http://www.sacvalleycharter.org http://www.capta.org/sections/programs/lcflcap.cfm http://www.smarterbalanced.org/parentsstudents/ http://www.cde.ca.gov/ta/tg/sa/ http://www.cde.ca.gov/re/cc/tl/whatareccss</p> <p>Reviewed state priorities listed in Education Code sections 52060, 52066 and section 52060(d)</p> <p>SVCS Board Directors were given an overview of LCAP/LCFF during April Board meeting and links provided by email for further study. Principal and Vice-Principal attended all workshops with teachers and training on Common Core Assessment implementation. http://www.scoe.net/castandards/multimedia/common_core_leadership_planning_guide.pdf</p> <p>A Charter School Accountant works with SVCS for compliance and to facilitate budget/LCFF and LCAP requirements.</p>	<p>noted below:</p> <ol style="list-style-type: none"> 1 Student Achievement 2 Implementation of State Standards 3 Student Outcomes 4 Family and Community Engagement <p>Parents would like to add a Science Technology Engineering and Math (STEM) focus to the curriculum. (Goal 1 and 3)</p> <p>Professional development needs were identified and included in budget.</p> <p>Teachers would like to follow <i>Engage NY</i> Curriculum for the implementation of Math CCSS in grades 3-5.</p> <p>Board members can better govern with a clear understanding of education codes, compliance, and meet the needs of SVCS learners.</p> <p>The top budget priorities ranked in descending order of priority as identified by respondents based on online survey, parent completed surveys</p> <p>Continue services for English learner support. Develop fine arts and physical education programs. (Goal 1)</p> <p>Develop STEM program. (Goal 1 and 3)</p> <p>The following LCFF investment priorities reflect the feedback received from stakeholders and student data, and are tied to the academic data and needs of our students. Increase parent engagement and communication.</p>
<p>Annual Update: SVCS continued its stakeholder engagement process through surveys, meetings and providing access to information through links on the SVCS website. The process is working and continues to be followed and refined to reach as many</p>	<p>Annual Update: The SVCS survey covered school climate, how student perceive school, teacher, bullying, rules and consequences, facilities, communication collaboration in class, how adults and children feel</p>

stakeholders as possible for their input and feedback on the LCAP.	about one another, career and graduation, and pride in the school.
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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?

GOAL:	<u>Goal 1:</u> All students at SVCS will meet or exceed state academic standards that will prepare them to compete in the global society. (Priority 2)		Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Adoption of CCSS texts where applicable over the next two years and staff trained to deliver CCSS instruction.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:			
LCAP Year 1: 2015--16				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 100% of teachers, administrators and 75% of support staff will participate in Professional Development Newcomers enrolled at SVCS as ELL for two years will be reclassified as Proficient as determined by CELDT 100% of teachers will have access to the pacing guides aligned with CCSS assessment All of teachers in grades 3-8 will be able to utilize the Smarter Balanced Digital Library 10% increase in ELA scores for EL and RFEP students on Smarter Balanced Assessments 20% increase the number of students scoring proficient on ELA and Math assessments from 2013 STAR results Maintain 800+ API Increase the number of leveled reading and supplemental reading material Develop STEM/Project Lead the Way (PLTW) programs 			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Curriculum</p> <ol style="list-style-type: none"> 1. Development and implementation of curriculum aligned to CCSS, as well as development of STEM and PLTW, pathways to assist students in mastering standards. 2. Purchase core instructional materials that are aligned to CCSS. 3. Provide curriculum and pacing guides that align with new CCSS. 4. Curriculum Maps aligned to CCSS. 5. Digital and print curriculum aligned to CCSS. 6. English Language Development (ELD) standards Alignment to CCSS 7. Adopt Middle School Language Arts and Science textbooks to support CCSS/Next Generation Science (NGS) 8. Increase availability of technology and teacher proficiency in the use and integration of technology into the classroom. 9. Monitor student progress by analyzing and providing current student performance data to drive instruction using Smarter Balanced tools. 10. Intervention: Provide support to teachers to implement Response to Intervention (RtI) and other intervention supports to students as needed to meet grade-level expectations. 11. Explore AVID skill training to improve student study skills 	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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> <hr/>	<p>1. Provide professional development in CCSS/NGS/STEM/PLTW \$6,000 LCFF Base/ \$6,000 OTO</p> <p>Purchase core instructional materials and supplies in mathematics and science \$3,500 LCFF Base</p> <p>Purchase core instructional materials and supplies. \$25,000 LCFF Base</p> <p>Purchase technology software and leveled reading material \$5,000 LCFF Base</p> <p>Printing of NY State Standards curriculum and assessment 2,000 Lottery</p> <p>Purchase/replace state approved textbooks and materials</p>
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\$15,000 One Time Only (OTO)/Lottery

Hire .50 FTE teacher for intervention and ELA support \$29,000 50% LCFF Base & 50% Supplemental

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- 100% of teachers, administrators and 80% of support staff will participate in Professional Development
- Newcomers enrolled at SVCS as ELL for two years will be reclassified as Proficient as determined by CELDT
- 100% of all ELL students' parents will receive a language program placement and CELDT result letter.
- All of teachers in grades 3-8 will be able to utilize the Smarter Balanced Digital Library
- Increase the percentage of students performing at or above proficiency level from baseline CAASPP
- Maintain 10% increase in ELA scores for EL and RFEP students on Smarter Balanced Assessments
- Implement AVID as a tool to increase student study skills
- Maintain 20% increase the number of students scoring proficient on ELA and Math assessments from previous year (2015 Smarter Balanced Assessment)SBA)
- Assess school data to evaluate effectiveness of minimum days to provide staff development vs full days by reviewing student attendance information
- Maintain 800+ API
- Inventory of purchased leveled reading and supplemental language material

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Monitor the implementation of curriculum aligned to CCSS, as well as development of STEM and PLTW, pathways to assist students in mastering standards. 2. Purchase additional core instructional materials that are aligned to CCSS, 3. Provide curriculum and pacing guides that align with		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Provide professional development in CCSS/NGS/STEM/PLTW

new CCSS.

4. Curriculum Maps aligned to CCSS.
5. Digital and print curriculum aligned to CCSS.
6. Continue monitoring of English Language Development (ELD) standards alignment to CCSS
7. Increase availability of technology and teacher proficiency in the use and integration of technology into the classroom.
8. Monitor student progress by analyzing and providing current student performance data to drive instruction using Smarter Balanced tools.

\$10,000 LCFF Base/
\$2,000 Lottery

Purchase core instructional materials and supplies in Mathematics and science
\$3,500 LCFF Base

Purchase/replace core instructional materials and supplies.
\$25,000 LCFF Base

Purchase technology software and leveled reading material
\$5,000 LCFF Base

Printing of NY State Standards curriculum and assessment
2,000 Lottery

Continue .50 FTE teacher for intervention and ELA support
\$24,750 50% LCFF Base 50% Supp

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- 100% of teachers, administrators and 90% of support staff will participate in Professional Development
- 8% of newcomers will advance by two levels as determined by CELDT
- 90% of teachers will be able to utilize the Smarter Balanced Digital Library
- 25% increase in ELA scores for EL and RFEP students on Smarter Balanced Assessments
- Student progress in the use of AVID skills that increase student study skills, organization and note taking skills
- 40% increase the number of students scoring proficient on ELA and Math assessments from previous year
- Assess school data to evaluate effectiveness of minimum days to provide staff development vs full days by reviewing student attendance information
- Increase the number of students scoring proficient on state tests in ELA and Math.
- Maintain 800+ API
- Increase number of purchased leveled reading and supplemental language material
- Improve STEM/ PLTW programs
- Parent satisfaction on yearly survey
- Increase number of students attending SVCS

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ol style="list-style-type: none"> 1. Revise and review implementation of curriculum aligned to Common Core State Standards, as well as development of science, technology, engineering and math (STEM) and Project Lead the Way (PLTW), pathways to assist students in mastering standards. 2. Complete purchase core instructional materials that are aligned to Common Core State Standards 3. Revise pacing guides that align with new CCSS. 4. Continue to explore digital curriculum aligned to Common Core State 5. Monitor student access to middle school Language Arts and Science Textbooks to support CCSS 6. Increase availability of technology and teacher proficiency in the use and integration of technology into the classroom. 7. Monitor student progress by analyzing and providing current student performance data to drive instruction using Smarter Balanced tools. 		<p><u> </u>x ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:</p> <p>(Specify) _____</p> <hr/>	<p>Provide professional development in CCSS/NGS/STEM/PLTW</p> <p>\$10,000 LCFF Base/ \$2,000 Lottery</p> <p>Purchase core instructional materials and supplies in Mathematics and science</p> <p>\$3,500 LCFF Base</p> <p>Purchase/replace core instructional</p>

		<p>materials and supplies. \$15,000 LCFF Base</p> <p>Purchase technology software and leveled reading material \$5,000 LCFF Base</p> <p>Printing of NY State Standards curriculum and assessment \$2,000 Lottery</p> <p>Continue .60 FTE teacher for intervention and ELA support 29,700 50% LCFF Base 50% Supp</p>
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GOAL:	<p><u>Goal 2:</u> Develop a physical education program. Develop a music program.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5 <u>X</u> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
Identified Need :	<p>The following are the needs identified based on the input provided by the community, staff, parents and students.</p> <ul style="list-style-type: none"> • through interviews, surveys and forums: • respondents on the 2015 Survey feel that students do not have an aligned K-8 physical education program • access to the multi-purpose room is limited 	

	<ul style="list-style-type: none"> • parents expressed the need for a playground • school is not properly equipped with sports equipment • students need to increase upper body strength and abdominal strength on CA 5th and 7th grade CA Physical Fitness Test • yard supervisors and teachers need training in physical education • .50 teacher needed to work with teachers and students to learn physical education grade level skills • parents want a music program K-8 to include instruments, dance, singing and student performance to include exposure to all cultures • staff, parents and students feel that they do not have adequate materials, space and facilities for quality instruction in physical education • Teachers and parents respondents of the LCAP Survey think these two goals should remain a high priority.
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Goal Applies to:	Schools: ALL
	Applicable Pupil Subgroups:

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of students will be provided 200 minutes of physical education every 10 school days for pupils in K-8 2. All students will participate in a broad course of study as required in Education Code section 51210: The adopted course of study for grades 1 to 8, inclusive, shall include instruction, beginning in grade K and continuing through grade 8, in the following areas of study: English, mathematics, social sciences, science, visual and performing arts, health, and physical education. 3. Students in Grades 5 and 7 will show a 5% improvement in “Students in Needs Improvement” in student fitness. 4. 20% increase in satisfaction rate of physical fitness equipment and performing arts program as measured by SVCS survey. 5. Develop partnerships in partnerships and/or scope of relationship with local colleges and businesses.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Develop and implement PD training in physical education and performing arts (music, song and exposure to more cultures). <ul style="list-style-type: none"> • Implement lesson plans to ensure 200 minutes of physical education • Update infrastructure and equipment to improve physical fitness performance. • Potential to hire .50 support personnel in physical 	K-8	<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)_____	\$12,700 Obj. (para-professional) \$5,000(equip) Partner with community artist and local

education (5-8) and performing arts (K-8).			colleges.
2 .The design and implementation of curriculum is a critical component of the alignment of content and instruction to the Common Core State Standards, as well as development of multiple channels, pathways and models assisting students in completing the standards aligned content. <ul style="list-style-type: none"> Develop music/fine arts integration; Develop a physical education program. 	K-8	<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)_____	\$800 Obj 4300

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 100% of students will be provided 200 minutes of physical education every 10 school days for pupils in K-8 All students will participate in a broad course of study as required in Education Code section 51210: The adopted course of study for grades 1 to 8, inclusive, shall include instruction, beginning in grade K and continuing through grade 8, in the following areas of study: English, mathematics, social sciences, science, visual and performing arts, health, and physical education. Students in Grades 5 and 7 will show a 5% improvement in “Students in Needs Improvement” in student fitness 20% increase in satisfaction rate of physical fitness equipment and performing arts program as measured by SVCS survey. 10% increase in partnerships and/or scope of relationship with local colleges and businesses. 10% increase in parent rating “strongly Agree” that the program provides physical education and improved performing arts program.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to develop and implement PD training in physical education and performing arts (music, song and exposure to more cultures). <ul style="list-style-type: none"> Implement lesson plans to ensure 200 minutes of physical education Update infrastructure and equipment to improve physical fitness performance. 	K-8	<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)_____	Purchase equipment and provide support/maintenance of facility/infrastructures (\$5,000)

<ul style="list-style-type: none"> Potential to hire .50 support personnel in physical education (5-8) and performing arts (K-8). 			\$13,500 Obj. (para-professional)
<p>2. The design and implementation of curriculum is a critical component of the alignment of content and instruction to the Common Core State Standards, as well as development of multiple channels, pathways and models assisting students in completing the standards aligned content.</p> <ul style="list-style-type: none"> Increase music/fine arts integration; Maintain a physical education program. 	K-8	<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) _____	\$800 Obj 4300

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 100% of students will be provided 200 minutes of physical education every 10 school days for pupils in K-8 All students will participate in a broad course of study as required in Education Code section 51210: The adopted course of study for grades 1 to 8, inclusive, shall include instruction, beginning in grade K and continuing through grade 8, in the following areas of study: English, mathematics, social sciences, science, visual and performing arts, health, and physical education. Students in Grades 5 and 7 will show a 5% improvement in “Students in Needs Improvement” in student fitness 20% increase in satisfaction rate of physical fitness equipment and performing arts program as measured by SVCS survey. 10% increase in partnerships and/or scope of relationship with local colleges and businesses 10% increase in parent rating “strongly Agree” that the program provides physical education and improved performing arts program.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Continue to develop and improve PD training in physical education and performing arts (music, song and exposure to more cultures).</p> <ul style="list-style-type: none"> Monitor lesson plans to ensure 200 minutes of physical education 	K-8	<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) _____	Purchase equipment and provide support/maintenance of facility/infrastructures

<ul style="list-style-type: none"> Update and improve infrastructure and equipment to improve physical fitness performance. Monitor effectiveness of .50 support personnel in physical education (5-8) and performing arts (K-8). improve K-8 program (PE and performing arts). 			(\$5,000) \$13,500 Obj. (para-professional)
2. Maintain implementation of curriculum and alignment of content and instruction to the Common Core State Standards, as well as monitoring of multiple channels, pathways and models and assisting students in completing the standards aligned content. <ul style="list-style-type: none"> Increase music/fine arts integration; Maintain a physical education program. 	K-8	<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) _____	Purchase equipment and provide support/maintenance of facility/infrastructures (\$5,000)

GOAL:	Goal 3: Adopt and implement a 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 "Broad course of STEM focus of study" includes the following, as applicable: Grades K-8: English, mathematics, social sciences, science, visual and performing arts, health, and physical education. E.C. §51210)	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____
Identified Need :	The following needs were identified based on the input provided by the community, staff, parents and students through interviews, surveys: <ul style="list-style-type: none"> All students will be prepared for the next grade level Maintain 800 or above on API Ensure a smooth transition between elementary school (K-5), middle school (6-8) and high school into rigorous classes On a survey completed in May 2015, the instructional staff indicated the need for professional development and collaboration time to maintain high standards parents indicated the need to attract culturally diverse students by offering rigorous programs to prepare students for high school and college - STEM program and Punjabi 	

	<ul style="list-style-type: none"> Parents indicated via the survey the desire for the school to focus on science, technology , engineering and math to increase student rigor. Technology infrastructure needs to be updated Project based learning will increase student interest in school and improve all academic skills Curriculum aligned to the CCSS
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups:

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 100% of all courses daily focus on rigorous classroom assignments to prepare the students for high school graduation and A-G requirements 60% (7) of the teachers will support and participate in staff development training to meet STEM implementation to helps students to be successful in school 100% of the teachers, parents, students and the school leadership will support the culture of college for all 80% or more of all students will demonstrate at least one year of growth in English and Math on the CCSS An increase of 5 % or more of all students will be proficient or above in English and Math on the CCSS 60% or more of all students will meet standards or above in their STEM assignments
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Develop and implement PD training to aligned curriculum with the focus on STEM <ul style="list-style-type: none"> Implement regular assessments (minimum 3x per year) aligned to CCSS Follow graduating middle school students for one year to track the number of students in UC A-G requirements. All students will become proficient in social studies, mathematical skills, in science concepts and scientific thinking using the focus of STEM Develop partnerships with local universities and colleges to support STEM implementation Purchase instructional material to support 		<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) _____	STEM membership \$750 and related expenses \$5,000 materials/ supplies Obj. 4100-4300

student projects and local competitions.			
<p>2. Student support structures during the school day (tutoring, differentiated instruction, re-teaching) to improve student performance</p> <ul style="list-style-type: none"> curriculum maps designed to support struggling students with the focus on STEM professional development, specifically to analyze results of and create action plans for assessments to support struggling students 		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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>	Professional Development Training – see Goal #1
3. Ensure vertical articulation between K-8 teachers		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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>	No additional cost.

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 85% of all courses daily focus on rigorous classroom assignments to prepare the students for high school graduation and A-G requirements 85% of the teachers will support and participate in staff development training to meet STEM implementation to help students to be successful in school 100% of the teachers, parents, students and the school leadership will support the culture of college for all 80% or more of all students will demonstrate at least one year of growth in English and Math on the CCSS 85 % or more of all students will be proficient or above in core curriculum English, Math, and Science on Common Core State assessments. 5% increase or more of all students will meet standards or above in their STEM assignments 85% of all parents will respond “strongly agree” on Parent survey results to continued support for STEM program 5% increased student diversity seeking STEM program access and student success
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ol style="list-style-type: none"> Develop and implement PD training to aligned curriculum with the focus on STEM <ul style="list-style-type: none"> Continue regular assessments (minimum 3x per year) aligned to CCSS 	K-8	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	Printing or purchase of assessment \$800

<ul style="list-style-type: none"> Follow graduating middle school students for one year to track the number of students in UC A-G requirements. All students will become proficient in social studies, mathematical skills, in science concepts and scientific thinking using the focus of STEM Develop partnerships with local universities and colleges to support STEM implementation Purchase instructional material to support student projects and local competitions. 		__Other Subgroups:(Specify)_____	
2. Continue student support structures during the school day (tutoring, differentiated instruction, re-teaching) to improve student performance <ul style="list-style-type: none"> curriculum maps designed to support struggling students with the focus on STEM professional development, specifically to analyze results of and create action plans for assessments to support struggling students 	K-8	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development Training – see Goal #1
3. Ensure vertical articulation between K-8 teachers	K-8	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 100% of all courses daily focus on rigorous classroom assignments to prepare the students for high school graduation and A-G requirements 100% of the teachers will support and participate in staff development training to meet STEM implementation to help students to be successful in school 100% of the teachers, parents, students and the school leadership will support the culture of college for all 85% or more of all students will demonstrate at least one year of growth in English and Math on the CCSS
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5. 85 % or more of all students will be proficient or above in core curriculum English, Math, and Science on Common Core State assessments.
6. 85% or more of all students will meet standards or above in their STEM assignments
7. 85% of all parents will respond “strongly agree” on Parent survey results to continued support for STEM program
8. 5% increased student diversity seeking STEM program access and student success

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Develop and implement PD training to aligned curriculum with the focus on STEM <ul style="list-style-type: none"> • Continue regular assessments (minimum 3x per year) aligned to CCSS • Follow graduating middle school students for one year to track the number of students in UC A-G requirements. • All students will become proficient in social studies, mathematical skills, in science concepts and scientific thinking using the focus of STEM • Increase partnerships with local universities and colleges to support STEM implementation • Purchase instructional material to support student projects and local competitions. 	K-8	<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) _____	\$2,500 Obj 4300 Professional Development \$8,000
2. Continue student support structures during the school day (tutoring, differentiated instruction, re-teaching) to improve student performance <ul style="list-style-type: none"> • curriculum alignment to support struggling students with the focus on STEM • professional development, specifically to analyze results of and create action plans for assessments to support struggling students 	K-8	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Professional Development Training – see Goal #1
3. Ensure vertical articulation between K-8	K-8	<input checked="" type="checkbox"/> ALL	No additional

teachers	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) _____	cost.
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Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	Goal1: <ul style="list-style-type: none"> • Develop a physical education program. • Develop a music program. • Develop a K8 CCSS curriculum and assessment aligned Punjabi Language Program. 	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 <input checked="" type="checkbox"/> 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:	Schools: ALL		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Students will have a richer, broader educational experience. • Students will increase upper body strength and abdominal strength on the CA Fitness Test 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • SVCS will remain above 800 on API. • Students in Grades 5 and 7 will show a 5% improvement in “Students in Needs Improvement” in student fitness
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Curriculum			
1. The design and implementation of curriculum is a critical component of the alignment of content and instruction to the CCSS, as well as	\$29,400 Obj 4100	1 Teachers were in-serviced on CCSS and models and how to facilitate student learning of the standards 2 90% (11) of thirteen teachers attended six	CCSS Professional Development/ \$6,000 CCIF

<p>development of multiple channels, pathways and models assisting students in completing the standards aligned content.</p> <ol style="list-style-type: none"> 2. Supplemental curriculum and materials supporting CCSS Content 3. Design lessons 4. Curriculum Maps aligned to CCSS. 5. Digital curriculum aligned to CCSS Alignment of Curriculum with CCSS. 6. English Language Alignment 7. Design and provide school and teachers with CCSS developed curriculum maps 8. Adopt Middle School Language Arts and Science Textbooks & Instructional Materials 		<p>full day professional staff development days of training</p> <ol style="list-style-type: none"> 3 Supplemental curriculum and material were purchased to support Common Core State Standards Content 4 Teachers used digital curriculum aligned to Common Core State Standards Alignment 5 Teachers were in-serviced on English Language Alignment, CCSS implementation, Writer’s Workshop and ELD Standards 6 Common Core text were purchased in grade 3, 6,7 and 8th grade mathematics 7 XEighth grade social studies text were purchased to meet state standards 8 Purchased 55 Chromebooks, 55 Chrome O/S licenses, and 2 charging carts in 2014-15 school year 	<p>CCSS Textbooks and standards-based curriculum, materials & supplies/ \$25,335 Obj 4100; \$2,441 Obj 4200; \$21,201 Obj 4300/ CCIF, Lottery, OTO, LCFF</p> <p>55 Chrome-books \$8,640 obj 4300; 55 O/S licenses \$1,650 obj 5880; \$3,565 charging carts obj 4400/ CCIF</p>
<p>Scope of service:</p>		<p>Scope of service:</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 SubgroupsⓈSpecify) _____</p>	
<ol style="list-style-type: none"> 1. Develop music/fine arts integration; 2. Develop a physical education program. 3. Potential to hire or contract a part-time P.E. teacher for Grades 5 - 8. 	<p>\$800 for physical education equipment and art supplies</p>	<ol style="list-style-type: none"> 1. Kindergarten curriculum included bi-weekly songs with a guitarist 2. All teachers provided projects that included an emphasis on art 3. Purchase of playground equipment that included 	<ol style="list-style-type: none"> 1.No add’l cost for kindergarten 2.Add’l art supplies cost was not

		<p>tetherball, volleyball, badminton, basketballs, jump ropes, soccer balls and other play equipment.</p> <ol style="list-style-type: none"> 4. Addition of multi-purpose room (basketball courts and room for activities). 5. California Physical Fitness Test Results (School Year 2013-14) 6. Percent of 5th grade students meeting fitness standards: 24% met 4/6 standards..28% met 5/6 standards and 8% met 6/6 standards 7. Percent of 7th grade students meeting fitness standards: 33.3% met 4/6 standards..25% met 5/6 standards and 15.7% met 6/6 standards 	<p>tracked.</p> <p>3.PE/Playground equipment cost \$685/LCFF Base</p> <p>4.Rent increased from \$8,500/mo to \$15,650/mo for new classrooms/ office/MU. Cost of MU is not separately identifiable. LCFF Base</p> <p>5.-7.No add'l cost for CA Physical Fitness Test</p>
<p>Scope of service:</p>		<p>Scope of service:</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 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>	<ul style="list-style-type: none"> • Adopt Middle School Language Arts and Science Textbooks • Increase instructional materials for English language development • Adopt STEM program • Develop music/fine arts integration • Develop a physical education program • Potential to hire or contract a part-time P.E. teacher for Grades 5 - 8. 		

Original GOAL from prior year LCAP:	2. Academic content and performance standards adopted by the state board for all pupils, including English learners are implemented. <input type="checkbox"/>		Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5_X 6_7_X 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: EL Subgroup			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> To increase the number of English learners pupils demonstrating readiness to participate in all core classes. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> Increased supplemental funding to increase ELD staff time and provided ELD professional development. 8 students were reclassified and are now FEP Number of students proficient or advance (All) ELA - 56% . . . Math - 70% . . . (2012-13) . . Science 62% (2013-14) 	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
English Language Development <ol style="list-style-type: none"> Implement needs assessments, establish new professional learning opportunities, and expanding collaborations between all stakeholders. Use supplemental funding to increase ELD staff time and provide ELD professional development. Professional Development <ol style="list-style-type: none"> Professional development of instructional staff 	\$9,590 Obj 2100 \$1,015 Obj 3x2 \$3,000 Obj 5800	<ol style="list-style-type: none"> Increased number of instructional language support personnel from 36 hours weekly to 57 hours weekly. ELD standards reviewed with teachers and instructional support personnel. Shared SDAIE classroom strategies with teachers and support personnel Six full days of staff development completed. Focus of Staff Development: 1. Sept. – Yolo County/CCSS, 2. Oct. – Learning Environment, 3. Feb. – 	<ol style="list-style-type: none"> In 2013-14, there were three EL support staff; in 2014-15 there were 6 EL support staff. Cost was not readily comparable. No additional 	

<p>will be conducted which support the implementation of Common Core State Standards and the state’s priorities as identified by the State Board of Education and California Department of Education.</p> <ol style="list-style-type: none"> 2. Standards focused Professional Development improving instructional capacity in all content areas. 3. Common Core State Standards English Language Arts and mathematics shifts. 4. Effective use of technology in the classroom for teaching and learning. 5. Assessment of student progress Writing, speaking, and listening standards 6. Content standards integration of the Arts 7. Access to the core strategies for English Learners 8. Instructional Coaches 9. Administration and Paraprofessional Teacher Training <p>Instruction</p> <ol style="list-style-type: none"> 1. SVCS will leverage new models, technology and resources for the greatest impact and learning gains by all of our students 2. Implementation of shifts in Mathematics and ELA interdisciplinary instruction 3. Use of technology in the classroom to support effective teaching and learning via the CC technology 4. Project Contracts to support effective CCSS instruction 5. Design lessons 6. Digital curriculum aligned to the CCSS vi the CC technology project. <p>•</p>	<p>\$23,400 CCIF for six YCOE training days Obj 58XX</p> <p>Up to \$20,000 BTSA via MOU with WUSD Obj 58XX</p>	<p>Writer’s Workshop, 4. Mar. – Writer’s Workshop, 5. Apr. – CCSS ELA/Writing, 6. May – ELD</p> <ol style="list-style-type: none"> 4. Number and Percent of Overall CELDT Performance Year 2013-14) <ul style="list-style-type: none"> Advanced 4 students (7%) Early Advanced 8 students (14%) Intermediate 26 students (46%) Early Intermediate 8 students (14%) Beginning 11 students (19%) 5. Seven teachers were assigned to BTSA and provided coaching in the implementation of CCSS 6. Teachers in grades 3-8 utilized the Smarter Balanced pre-assessment tool in the Digital Classroom to assist with student performance 7. Second and third grade teachers shifted instruction from self contained to team teaching in ELA and Mathematics 8. All teachers embraced the use of technology to enhance student learning 9. Students completed many projects in science and displayed throughout the school (volcanoes, roller coasters, building of cities, land topographies in social studies) 	<p>cost</p> <ol style="list-style-type: none"> 3. PD with consultant (instead of YCOE) at \$6,000/CCIF 4. No additional cost 5. \$14,000 for 7 BTSA participants 6., 7., 8., 9. No identified cost
<p>Scope of</p>		<p>Scope of</p>	

service:			service:		
<input type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<ul style="list-style-type: none"> SVCS will provide continued professional development. 		<p>\$23,400 Common Core Implementation Funds for six YCOE CCSS training sessions, Obj 58XX</p> <p>Up to \$20,000 BTSA via MOU with WUSD, Obj 58XX</p>	<p>6 Professional Development days</p> <p>14 BTSA participants in 2014-15</p>		<p>\$6,000 CCSS training sessions CCIF funds</p> <p>\$14,000 cost for 7 BTSA participants in 2014-15</p>
Scope of service:			Scope of service:		
<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)_____		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<ul style="list-style-type: none"> Continue to implement goal and service activities. Add STEM professional development training for teachers. Add STEM focus to core curriculum Add Smarter Balanced Resources and Digital Library Increase use of online support to CCSS 			

- Add quarterly school-wide writing/Writer’s Workshop

Original GOAL from prior year LCAP:	<ul style="list-style-type: none"> • Parental Involvement efforts to seek parent input. • Promotion of parental participation. • Engage parents and guardians to support their child’s education, through the expansion of outreach, referrals, and parent education to LCAP focus families as part of a Family engagement program within three years; • Address particular communication and support needs for families of English Learners <input type="checkbox"/>	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: SVCS	Applicable Pupil Subgroups: all
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • *Increase the number of parents completing the SVCS School Experience Survey • Increase Parent Participation • Human Resources: Increase parent volunteer rates by 10% Increase survey results from 15% to 20% 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Active PTO established in October 2014 2. Parents elected officers for one year 3. 80% increase in Survey returned from 20[less than 10%] to 186 returned parent surveys 4. PTO provides fundraisers and support to the school
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> • SVCS will provide continued professional development through Yolo County, BTSA through WUSD and internally. • All students will benefit from teachers trained in latest technology, educational strategies and practices • Increased Parent involvement for student and teacher support will benefit all student 	\$23,400 YCOE PD \$20,000 BTSA	<ol style="list-style-type: none"> 1. Six CCSS PD days built in schedule; 2. Seven eligible teachers enrolled in WUSD- BTSA 	\$6,000 CCSS training sessions CCIF funds \$14,000 cost for 7 BTSA participants in 2014-15

			No cost to school for PTO; PTO donated funds raised to the school.
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		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:(Tchrs)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> • All staff and administration will promote student engagement by building positive learning environments • Increase parent participation in student performance • Improve communication between staff, administration and parents • Conduct quarterly training for parents on CCSS and other subject matters that will assist parents to help their children at home. • Increase parental knowledge of STEM and technological skills most used by students • Separate parents by grade levels K-5 and 6-12-8 for in-services 		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>49,640</u>
<p>For the LCAP Year 2015-16: Using the FCMAT LCFF calculator v. 16.1e, SVCS estimates 243 enrolled with an unduplicated count of 43 ELL. The LCFF calculator shows in \$49,640 in supplemental grant funds. This is an increase of \$39,838 over the \$9,802 EIA Block Grant funding from 2012-13. In the LCAP year, \$34,100 is expected to be spent on ELD staff who work directly with ELL students individually or in small groups. The .60 FTE Intervention teacher will have at least 25% of time for EL at an estimated cost of \$14,500 from Supp Funds. Also, \$3,000 is budgeted for professional development to further improve the ELD program. The total of these items exceeds \$49,640.</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.

3.01	%
<p>The Minimum Proportionality percentage per the FCMAT LCFF calculator is 3.01 for 2015-16. The proportionality percentage will be met (and exceeded) with the expected 5% increase in service hours to ELL students. The hiring of a .60 FTE Intervention Teacher/CEDLT Coordinator is a \$14,500 and 36% increase in resources allocated to ELL students.</p>	

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).

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