

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

### **Introduction:**

LEA: \_Sacramento Valley Charter School Contact: Jane Egashira, Principal, [janes.svcs@gmail.com](mailto:janes.svcs@gmail.com) LCAP Year: 2014-15

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

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

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

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

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

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

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

### ***State Priorities***

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

#### *A. Conditions of Learning:*

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

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

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

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

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

#### *B. Pupil Outcomes:*

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

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

C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<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 has established <i>in all subjects</i> curriculum committees including teachers, parents and professionals from the community to align CCSS with curriculum, assessment.</p> <p>SVCS provides continued Professional Development through Yolo County to educate teachers regarding CCSS being implemented and the process. 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: <a href="http://www.capta.org/sections/programs/lcff-lcap.cfm">http://www.capta.org/sections/programs/lcff-lcap.cfm</a>;  <a href="http://www.smarterbalanced.org/parents-students/">http://www.smarterbalanced.org/parents-students/</a>;  <a href="http://www.cde.ca.gov/ta/tg/sa/">http://www.cde.ca.gov/ta/tg/sa/</a>;  <a href="http://api.cde.ca.gov/Acnt2013/2013GrowthSch.aspx?allcds=57726940124875">http://api.cde.ca.gov/Acnt2013/2013GrowthSch.aspx?allcds=57726940124875</a>;  <a href="http://www.cde.ca.gov/re/cc/tl/whatareccss.asp">http://www.cde.ca.gov/re/cc/tl/whatareccss.asp</a></p> <p>SVCS board members were given an overview of LCAP/LCFF during April Board meeting and links provided by email for further study.  <a href="http://www.scoe.net/castandards/multimedia/common_core_leadership_planning_guide.pdf">http://www.scoe.net/castandards/multimedia/common_core_leadership_planning_guide.pdf</a>  <a href="http://achievethecore.org/dashboard/409/search/3/1/0/1/2/3/4/5/6/7/8/9/10/11/12">http://achievethecore.org/dashboard/409/search/3/1/0/1/2/3/4/5/6/7/8/9/10/11/12</a></p> <p>A Charter School Accountant was hired in January of 2014 to assist with compliance and to develop a budget/LCFF and LCAP requirements.</p>	<p>Stakeholders gave feedback on 8 state priorities. Teachers and Parents engaged in development of CCSS which informs instructional needs and budgeting for resources. SVCS benefits from strategic planning to ensure student needs are met.</p> <p>Professional development for continued needs were identified and included in budget.</p> <p>Board members can better govern with a clear understanding of education codes, compliance, and meet the needs of SVCS learners.</p> <p>SVCS can better plan and budget using resources with knowledgeable and charter experienced accountant.</p> <p>The top budget priorities ranked in descending order of priority as identified by respondents based on online survey:  Increase services for English learner support.  Develop fine arts and physical education programs.</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  Development of Middle School Program to meet CCSS educational reforms.</p>

## **Section 2: Goals and Progress Indicators**

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

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?

- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

<b>Identified Need and Metric</b> (What needs have been identified and what metrics are used to measure progress?)	<b>Description of Goal</b>	<b>Applicable Pupil Subgroups</b> (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)	<b>Annual Update: Analysis of Progress</b>	<b>What will be different/improved for students? (based on identified metric)</b>	<b>LCAP YEAR</b> <b>Year 1:</b> <b>2014-15</b>	<b>Year 2:</b> <b>2015-16</b>	<b>Year 3:</b> <b>2016-17</b>
Need: to provide and maintain Basic Services for students and schools	Adoption of ccss aligned texts as publishers discontinue previously adopted texts	all	Formation and recommendations by CCSS professional learning communities for all subjects formed with		40% compliant  CCSS aligned textbooks in third grade social studies; plus middle school science	70% compliant  CCSS aligned textbooks in grades K-5	100% compliant  Adoption of any remaining texts.

Metric: Standards -aligned Instructional Materials (Williams)	over next three years.		teachers, parents, and community members.		texts; social studies books; math and language arts; health curriculum		
Metric: Teacher Assignments (Williams)  Metric: 200 minutes of physical education every 10 school days for pupils in elementary school  Metric: Pupil enrollment in a broad course of study is offered. 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, physical education.	Develop a physical education program. Develop a music program.  Develop a K-8 CCSS curriculum and assessment aligned Punjabi Language Program.	all	SVCS will remain above 800 on API.	Students will have a richer, broader educational experience.  Students will increase upper body strength and abdominal strength on the CA Fitness Test	SVCS will remain above 800 on API.	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	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
English learner Program Metric: CELDT Test	Academic content and performance standards adopted by the state board for all	English Learners		80% of English learners will demonstrate at least one year of progress	Professional ELD training for Principal and EL Support Staff	Increase hourly rates for EL staff who complete training. Maintain ELPD for classroom staff.	Hire or contract part-time with a credentialed ELD teacher to oversee English learner program

	pupils, including English learners are implemented.			toward English fluency as measured by the state English proficiency test.			and CELDT testing. Maintain ELPD for classroom staff.
Maintain an effective employee workforce Metric: Teacher Assignments (Williams)	SVCS will provide continued professional development through Yolo County, BTSA through WUSD and internally.	All		All students will benefit from teachers trained in latest technology, educational strategies and practices.	6 CCSS PD days built in schedule; Up to 10 eligible teachers enrolled in WUSD BTSA	Up to 10 eligible teachers enrolled in WUSD BTSA. Maintain teacher effectiveness through in-house PD.	Up to 10 eligible teachers enrolled in WUSD BTSA. Maintain teacher effectiveness through in-house PD.
Form PTA; Punjabi website to inform community; Yearly Parent Survey; Metric: Parent volunteer data and survey response	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	All		Increased Parent involvement for student and teacher support will benefit all students	Human Resources: Increase parent volunteer rates by 10% Increase survey results from 15% to 20%	Human Resources: Increase parent volunteer rates by 10% Increase survey results from 20% to 25%	Human Resources: Increase parent volunteer rates by 10% Increase survey results from 25% to 30%



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

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

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

#### **Guiding Questions:**

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

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

<b>Goal</b> (Include and identify all goals from Section 2)	<b>Related State and Local Priorities</b> (from Section 2)	<b>Actions and Services</b>	<b>Level of Service</b> (Indicate if school-wide or LEA-wide)	<b>Annual Update: Review of actions/ services</b>	<b>What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?</b>		
Adoption of ccss aligned texts as publishers discontinue previously adopted texts	Provide pupils access to standards-aligned instructional materials	<b>Curriculum</b> 1. The design and implementation of curriculum is a critical component of the alignment of content and instruction to the Common Core State Standards, as	LEA wide		<b>LCAP YEAR</b> <b>Year 1: 2014-15</b>  \$29,400 Obj 4100	<b>Year 2: 2015-16</b>  \$31,000 Obj 4100	<b>Year 3: 2016-17</b>  \$31,000 Obj 4100

over next three years.		<p>well as development of multiple channels, pathways and models assisting students in completing the standards aligned content.</p> <p>2. Supplemental curriculum and materials supporting Common Core State Standards Content</p> <p>3. Design lessons</p> <p>4. Curriculum Maps aligned to Common Core State Standards.</p> <p>5. Digital curriculum aligned to Common Core State Standards Alignment of Curriculum with Common Core State Standards</p> <p>6. English Language Alignment</p> <p>7. Development Standards and</p> <p>8. California Content Standards</p> <p>9. Design and provide school and teachers with Common Core State Standards developed curriculum maps</p> <p>10. Adopt Middle School Language Arts and Science Textbooks &amp; Instructional Materials</p>					
Develop a music program. Develop a physical education 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.	LEA wide		\$ 800 Obj 4300	\$16,000 Obj 1100 \$ 1,700 Obj 3XX1 \$ 800 Obj 4300	\$16,000 Obj 1100 \$ 1,700 Obj 3XX1 \$ 800 Obj 4300
Academic content and performance standards	To increase the number of English learner pupils demonstrating	Build foundational resources, implementing needs assessments, establishing new	EL Subgroup		Supplemental funding: \$9,590 Obj 2100	Supplemental funding: \$10,590 Obj 2100	Supplemental funding: \$10,590 Obj 2100

adopted by the state board for all pupils, including English learners are implemented.	readiness to participate in all core classes.	<p>professional learning opportunities, and expanding collaborations between all stakeholders.</p> <p>Use supplemental funding to increase ELD staff time and provide ELD professional development.</p>			<p>\$ 1,015 Obj 3XX2 \$ 3,000 Obj 5800 (increased from 2013-14 level)</p>	<p>\$ 1,015 Obj 3XX2 \$ 2,500 Obj 5800 (increased from 2013-14 level)</p>	<p>\$ 1,015 Obj 3XX2 \$ 7,500 Obj 5800 (increased from 2013-14 level)</p>
SVCS will provide continued professional development.	Maintain an effective employee workforce	<p><b>Professional Development</b> Professional development of instructional staff 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> <p>Standards focused Professional Development improving instructional capacity in all content areas.</p> <p>Common Core State Standards English Language Arts and mathematics shifts.</p> <p>Effective use of technology in the classroom for teaching and learning.</p> <p>Assessment of student progress Writing, speaking, and listening standards</p> <p>Content standards integration</p> <p>Integration of the Arts</p> <p>Access to the core strategies for English Learners</p> <p>Instructional Coaches</p> <p>Administration and</p> <p>Paraprofessional Teacher Training</p>	LEA wide		<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>Up to \$20,000 BTSA via MOU with WUSD, Obj 58XX</p> <p>Provide effective in-house training</p>	<p>Up to \$20,000 BTSA via MOU with WUSD, Obj 58XX</p> <p>Provide effective in-house training</p>

		<p><b>Instruction</b></p> <p>The methods, practices and delivery of instructional content are critical to the engagement and learning of every student. Differentiation, personalization and pacing all impact a student's ability to understand and learn. The elements below provide aspects of the critical elements of good instruction while bringing SVCS curricula and content into alignment with the Common Core State Standards. SVCS will leverage new models, technology and resources for the greatest impact and learning gains by all of our students.</p> <p>Implementation of shifts in Mathematics and ELA</p> <p>Interdisciplinary instruction</p> <p>Use of technology in the classroom to support effective teaching and learning via the Common Core Technology Project Contracts to support effective Common Core State Standards instruction</p> <p>Design lessons</p> <p>Digital curriculum aligned to the Common Core State Standards via the Common Core Technology Project</p>					
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		<p><b>Assessment</b>            Math Placement Assessment            Literacy intervention assessment            K--2 assessments in foundational reading and math            Diagnostic assessments            Progress monitoring assessment tools            English language development assessment tools            Interim assessments aligned to the Common Core State Standards in ELA and Math</p>					
<p>Engage parents and guardians to support their child's education, through the expansion of outreach, referrals, and communication to LCAP focus families as part of a family engagement program within three years; Address particular communication and support needs for families of</p>	<p>Parental Involvement Efforts to seek parent input. Promotion of parental participation.</p>	<p>*Increase the number of parents completing the SVCS School Experience Survey            *Increase Parent Participation</p>	<p>LEA wide</p>		<p>All volunteer activities. Donations will be in Obj 8699 to pay for materials and supplies in Obj 4300. No amounts budgeted.</p> <p>Translation is budgeted and part of in ELD staff salary/statutory benefits</p>	<p>All volunteer activities. Donations will be in Obj 8699 to pay for materials and supplies in Obj 4300. No amounts budgeted.</p> <p>Translation is budgeted and part of in ELD staff salary/statutory benefits</p>	<p>All volunteer activities. Donations will be in Obj 8699 to pay for materials and supplies in Obj 4300. No amounts budgeted.</p> <p>Translation is budgeted and part of in ELD staff salary/statutory benefits</p>

English Learners							
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**B.**

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

<p><b>Goal</b> (Include and identify all goals from Section 2, if applicable)</p>	<p><b>Related State and Local Priorities</b> (from Section 2)</p>	<p><b>Actions and Services</b></p>	<p><b>Level of Service</b> (Indicate if school-wide or LEA-wide)</p>	<p><b>Annual Update: Review of actions/ services</b></p>	<p><b>What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures</b></p>		
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					<b>for each action (including funding source)?</b>		
					<b>LCAP YEAR Year 1: 2014-15</b>	<b>Year 2: 2015-16</b>	<b>Year 3: 2016-17</b>
Academic content and performance standards adopted by the state board for all pupils, including English learners are implemented.			<b>LEA-wide</b>		All revenue and expenses not identified separately are used to achieve State Standards. See attached detailed budget with MYP projections.	All revenue and expenses not identified separately are used to achieve State Standards. See attached detailed budget with MYP projections.	All revenue and expenses not identified separately are used to achieve State Standards. See attached detailed budget with MYP projections.
Student Achievement on performance on standardized Tests Implementation of the Common Core State Standards			<b>LEA-wide</b>		Minimal revenue State of CA testing in Obj 8590 and nominal costs of test materials in Obj 4300 and/or 5800, as applicable.	Minimal revenue State of CA testing in Obj 8590 and nominal costs of test materials in Obj 4300 and/or 5800, as applicable.	Minimal revenue State of CA testing in Obj 8590 and nominal costs of test materials in Obj 4300 and/or 5800, as applicable.

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



For the LCAP Year 2014-15:

Using the BASC LCFF calculator v. 15.2a, SVCS estimates 263 enrolled with 58 ELL and 3 low income for a total of 61 unduplicated. The BASC LCFF calculator arrived at \$37,671 in supplemental grant funds. This is an increase of \$27,869 more than the \$9,802 EIA Block Grant funding from 2012-13. In the LCAP year, \$33,013 is expected to be spent on ELD staff who work directly with ELL students individually or in small groups. Also, \$3,000 is budgeted for professional development to further improve the ELD program. The \$1,658 difference is used schoolwide in support of all core programs in which ELL students participate.

SVCS will work with families to identify low income students (since the school does not participate in NSLP/CNP, this data element has not been routinely requested and collected). If the identified increase is significant, the budget will be revised and the 2015-16 LCAP will reflect the revenue and expense changes.

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

The Minimum Proportionality percentage per the BASC LCFF calculator is 2.36%. The proportionality percentage is met (and exceeded) with the expected 42% increase in service hours to ELL students. In addition, \$3,000 of the \$46,400 Professional Development budget is for ELD staff and Principal training which is a 100% increase in services to benefit ELL students and represents 6.5% of the total PD budget.

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.