

Introduction: Board Approved 06-08-2016 - Final

LEA: Sacramento Valley Charter School Contact: Shelia Gibson, Principal, sgibson@sacvalleycharter.org 916 596-6422 LCAP Year: 2016-17

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 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:</p> <p>http://www.sacvalleycharter.org http://www.capta.org/sections/programs/lcfflcap.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.</p> <p>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>Stakeholders gave feedback on 8 state priorities.</p> <p>Teachers and Parents engaged in development of LCAP which informs instructional needs and budgeting for resources.</p> <p>Survey results highlighted agreement with goals as noted below:</p> <ul style="list-style-type: none"> 1 Student Achievement 2 Implementation of State Standards 3 Student Outcomes 4 Family and Community Engagement <p>Continue integration of Science Technology Engineering and Math (STEM) with the curriculum. (Goal 1 and 3)</p> <p>Professional development 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>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.</p> <p>Develop fine arts and physical education programs. (Goal 1)</p> <p>The following LCFF investment priorities reflect feedback received from stakeholders and student data, and are tied to the academic data and needs of our students. Increase parent engagement and communication via technology.</p>
<p>Annual Update:</p> <p>SVCS continued its stakeholder engagement process through surveys, meetings and providing access to information through links on the SVCS website.</p> <p>The process is working and continues to be followed and refined to reach as many stakeholders as possible for their input and feedback on the LCAP.</p>	<p>Annual Update:</p> <p>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 about one another, career and graduation, and pride in the school.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

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_ <u>X</u> 3__ 4__ 5_ <u>X</u> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Adoption of CCSS texts and staff trained to deliver CCSS instruction.				
Goal Applies to:	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Schools:</td> <td>All</td> </tr> <tr> <td>Applicable Pupil Subgroups:</td> <td></td> </tr> </table>	Schools:	All	Applicable Pupil Subgroups:	
Schools:	All				
Applicable Pupil Subgroups:					

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of teachers, administrators and support staff will participate in Professional Development 2. 100% of teachers will have access to the pacing guides aligned with CCSS assessment 3. All teachers in grades 3-8 will utilize the Smarter Balanced Digital Library 4. Develop STEM/Project Lead the Way (PLTW) programs across grade levels 5. Meet or exceed target set by CDE on SBA for students scoring nearly met, met or exceed on ELA and Math assessments 6. Establish individual learning plans for each student
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>Curriculum</u> <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. Digital and print curriculum aligned to CCSS. 5. English Language Development (ELD) standards Alignment to CCSS 6. Adopt Middle School Language Arts and Science textbooks to support CCSS/Next Generation Science (NGS) 7. Continue 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. 9. Intervention: Provide support to teachers to implement Response to Intervention (RtI) and other intervention supports to students as needed to meet grade-level expectations. 10. Explore programs to improve student study skills and note-taking 		<u> x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<ol style="list-style-type: none"> 1. Provide professional development in CCSS/NGS/STEM/PLTW/ELA \$5,000 LCFF Base/\$20,000 LCFF Supplemental 2. 4. 6. Purchase/replace core textbooks, instructional materials, workbooks and supplies. \$15,000 LCFF Base/\$5,000 One-Time Only (OTO) 3. 8. Printing of State Standards curriculum and assessment 2,000 Lottery

			<p>4. 5. Purchase technology software and leveled reading material \$5,000 LCFF Base</p> <p>7. See #1 as PD will include use of technology in the classroom. New or replacement tech in classrooms. \$3,500 Lottery</p> <p>9. 1 FTE teacher for intervention and ELA support \$44,550 (sal/stat ben/ancil ben) 50% LCFF Base & 50% Supplemental</p> <p>10. No cost allocated</p>
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. 100% of teachers, administrators and support staff will participate in Professional Development 2. All of teachers in grades 3-8 will be able to utilize the Smarter Balanced Digital Library 3. Implement a tool to increase student study and note-taking skills 4. Meet or exceed target set by CDE on SBA for students scoring nearly met, met or exceed on ELA and Math assessments 5. Continue the refinement of individual learning plans for each student
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Monitor the implementation of curriculum aligned to	K-8, EL	<u>X</u> ALL	1. Provide

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 new CCSS.
4. Digital and print curriculum aligned to CCSS.
5. Continue monitoring of English Language Development (ELD) standards alignment to 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.

OR:

- Low Income pupils
 - English Learners
 - Foster Youth
 - Redesignated fluent English proficient
 - Other
- Subgroups:(Specify)_____

professional development in CCSS/NGS/STEM/PLTW/ELA
\$5,000 LCFF Base/\$20,000 LCFF Supplemental

2. 4. Purchase/replace core instructional texts, materials, workbooks and supplies.
\$15,000 LCFF Base/\$2,500 Lottery

3. Printing of State Standards curriculum and assessment
2,000 Lottery

4. Purchase technology software and leveled reading material
\$2,500 LCFF Base

5. 7. Continue 1.0 FTE teacher for intervention and ELA support
\$44,550 (sal/stat ben/ancil ben) 50% LCFF Base & 50% Supplemental

6. See #1 as PD will include technology in the classroom. New or replacement tech in

classrooms.
\$3,500 Lottery

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

1. 100% of teachers, administrators and support staff will participate in Professional Development
2. All teachers will utilize the Smarter Balanced Digital Library and interim assessments
3. Maintain the program for student study skills, organization and note taking
4. Improve STEM/ PLTW programs
5. Meet or exceed target set by CDE on SBA for students scoring nearly met, met or exceed on ELA and Math assessments
6. Continue the refinement of individual learning plans for each student

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. 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 <u> </u>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>	<ol style="list-style-type: none"> 1. Provide professional development in CCSS/NGS/STEM/PLTW/ELA \$5,000 LCFF Base/\$20,000 LCFF Supplemental 2. 4. 5. Purchase/replace core texts, instructional materials and supplies \$15,000 LCFF Base/ \$2,500 Lottery 3. Printing of State Standards curriculum and

			<p>assessment \$2,000 Lottery</p> <p>4. Purchase technology software and leveled reading material \$2,500 LCFF Base</p> <p>6. Tech in classroom PD in #1 above. New or replacement tech in classrooms. \$3,500 Lottery</p> <p>7. Continue 1.0 FTE teacher for intervention and ELA support \$44,550 (sal/stat ben/ancil ben) 50% LCFF Base & 50% Supplemental</p>
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GOAL:	<p><u>Goal 2:</u> Develop a physical education program. Integrate visual and performing arts (VAPA) with classroom-based and school-wide opportunities.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5 X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
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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 2016 Survey expressed that students need more physical activity • access to the multi-purpose room is limited • 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: 2016-17

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. 5% increase in satisfaction rate of physical fitness equipment and performing arts program as measured by SVCS survey. 5. Explore partnerships 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 equipment to improve physical fitness performance. • Potential to hire .50 FTE teacher or para-professional in 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)_____	\$12,100 Teacher or para-professional/ LCFF Base \$1,500 PE equipment/ LCFF Base Partner with community artist and local 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"> • Continue music/fine arts integration 	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 Art and music supplies LCFF Base/ Lottery \$2,500 Performances at school or as fieldtrips LCFF Base/

Lottery

LCAP Year 2: 2017-18

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. 5% increase in satisfaction rate of physical fitness equipment and performing arts program as measured by SVCS survey. 5. 2% increase in partnerships with local colleges and businesses. 6. Maintain the 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. • Potential to hire .50 support personnel in physical education (5-8) and performing arts (K-8). 	K-8	<input checked="" type="checkbox"/> ALL	Purchase/update equipment \$1,500 LCFF Base/Lottery \$12,500 (teacher or para-professional) LCFF Base
		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. The design and implementation of curriculum is a critical	K-8	<input checked="" type="checkbox"/> ALL	\$800 Art and

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.

- Continue music/fine arts integration; Maintain a physical education program.

OR:
 __Low Income pupils __English Learners
 __Foster Youth __Redesignated fluent English proficient __Other
 Subgroups:(Specify)_____

music supplies
 LCFF Base/
 Lottery

 \$2,500
 Performances
 at school or as
 fieldtrips
 LCFF Base/
 Lottery

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

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. 5% increase in satisfaction rate of physical fitness equipment and performing arts program as measured by SVCS survey.
5. 5% increase in partnerships and/or scope of relationship with local colleges and businesses
6. Maintain parent rating of “Strongly Agree” that the program provides physical education and improved performing arts program.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to develop and improve PD training in physical education and performing arts (music, song and exposure to more cultures). <ul style="list-style-type: none"> • Monitor lesson plans to ensure 200 minutes of physical education • 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). 	K-8	<u>x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Purchase/update equipment \$1,500 LCFF Base/Lottery \$13,000 (teacher or para-professional) LCFF Base
2. Maintain implementation of curriculum and alignment of content and instruction to the Common Core State Standards, as well as monitoring of multiple channels,	K-8	<u>x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other	\$800 Art and music supplies LCFF Base/

pathways and models and assisting students in completing the standards aligned content. <ul style="list-style-type: none"> Continue music/fine arts integration 	Subgroups: (Specify) _____	Lottery
		\$2,500 Performances at school or as fieldtrips LCFF Base/ Lottery

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 _____
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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 Ensure a smooth transition between elementary school (K-5), middle school (6-8) and high school into rigorous classes Instructional staff maintain desire 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 Parents indicated via the survey the desire for the school to focus on science, technology, engineering and math to increase student rigor. Project-based learning will increase student interest in school and improve all academic skills
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Goal Applies to:	Schools: ALL Applicable Pupil Subgroups:
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> All courses will focus on rigorous classroom assignments 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 One college or university campus tour for 7th and 8th graders to support the culture of college for all 60% or more of all students will meet standards or above in their STEM assignments Meet or exceed target set by CDE on SBA for students scoring nearly met, met or exceed on ELA and Math
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assessments			
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. Develop 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)_____	STEM membership \$750 and related expenses/ LCFF BASE Professional Development – see Goal #1 Materials and supplies – see Goal #1
2. 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 professional development, specifically to analyze results of and create action plans for assessments to support struggling students 	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)_____	Professional Development – see Goal #1 ELA/ Intervention teacher – see Goal #1
3. Ensure vertical articulation between K-8 teachers	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)_____	No additional cost.

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- All courses will focus on rigorous classroom assignments
- 60% of the teachers will support and participate in staff development training to meet STEM implementation
- One college or university campus tour for 7th and 8th graders to support the culture of college for all
- 60% or more of all students will meet standards or above in their STEM assignments
- Meet or exceed target set by CDE on SBA for students scoring nearly met, met or exceed on ELA and Math
- Maintain parent rating of “strongly agree” on Parent survey results to continue support for the STEM program

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. • Develop 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) _____	STEM membership \$750 and related expenses/LCFF BASE Professional Development – see Goal #1 Materials and supplies – see Goal #1
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 • 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 – see Goal #1 ELA/ Intervention teacher – see Goal #1
3. Continue vertical articulation between K-8 teachers	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) _____	No additional cost
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	1. All courses will focus on rigorous classroom assignments 2. 60% of the teachers will support and participate in staff development training to meet STEM implementation 3. One college or university campus tour for 7 th and 8 th graders to support the culture of college for all 4. 60% or more of all students will meet standards or above in their STEM assignments 5. Meet or exceed target set by CDE on SBA for students scoring nearly met, met or exceed on ELA and Math 6. Maintain parent rating of “strongly agree” on Parent survey results to continue support for the STEM program		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>1. Develop and implement PD training to aligned curriculum with the focus on STEM</p> <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/CSU A-G requirements. • 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)_____	STEM membership \$750 and related expenses/ LCFF BASE Professional Development – see Goal #1 Materials and supplies – see Goal #1
<p>2. Continue student support structures during the school day (tutoring, differentiated instruction, re-teaching) to improve student performance</p> <ul style="list-style-type: none"> • curriculum alignment to support struggling students • 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 – see Goal #1 ELA/ Intervention teacher – see Goal #1
<p>3. Continue vertical articulation between K-8 teachers</p>	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)_____	No additional cost.

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: All students at SVCS will meet or exceed state academic standards that will prepare them to compete in the global society. (Priority 2)		1__ 2_ <u>X</u> 3__ 4__ 5__ 6__ 7__ 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"> 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 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Completed – all staff participated in Professional Development. Ongoing All Teachers were given grade level CCSS pacing guides from Long Beach Unified School District. All 3rd-8th grade teachers completed Interim Assessment in ELA and Math and had use of Smarter Balanced Digital Library to support student

	<ul style="list-style-type: none"> 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 		<p>learning.</p> <ul style="list-style-type: none"> % of students in ELA and Math that Nearly met/Met and Exceeded standards <table border="1" data-bbox="1354 215 1881 339"> <tr> <td>2015</td> <td>3rd</td> <td>4th</td> <td>5th</td> <td>6th</td> <td>7th</td> <td>8th</td> </tr> <tr> <td>ELA</td> <td>62</td> <td>48</td> <td>12</td> <td>95</td> <td>75</td> <td>92</td> </tr> <tr> <td>Math</td> <td>89</td> <td>72</td> <td>44</td> <td>90</td> <td>81</td> <td>62</td> </tr> </table> <ul style="list-style-type: none"> There continues to be no state API data SVCS implemented a partnership with the local library to allow students access to leveled books. Scholastic Book Fair sold books to student in November. Completed for 7th and 8th, will add more STEM resources/ PLTW K-8 next year. 	2015	3rd	4th	5th	6th	7th	8th	ELA	62	48	12	95	75	92	Math	89	72	44	90	81	62
2015	3rd	4th	5th	6th	7th	8th																		
ELA	62	48	12	95	75	92																		
Math	89	72	44	90	81	62																		

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Curriculum</p> <ol style="list-style-type: none"> Development and implementation of curriculum aligned to CCSS, as well as development of STEM and PLTW, pathways to assist students in mastering standards. Purchase core instructional materials that are aligned to CCSS. Provide curriculum and pacing guides that align with new CCSS. Curriculum Maps aligned to CCSS. Digital and print curriculum aligned to CCSS. English Language Development (ELD) standards Alignment to CCSS Adopt Middle School Language Arts and Science textbooks to support CCSS/Next Generation Science (NGS) Increase availability of technology and teacher proficiency in the use and integration of technology into the classroom. Monitor student progress by analyzing and providing current student performance data to drive instruction using Smarter Balanced tools. 	<ol style="list-style-type: none"> Provide professional development in CCSS/NGS/STEM/PLTW \$6,000 LCFF Base/ \$6,000 OTO Purchase core instructional materials and supplies in mathematics and science \$3,500 LCFF Base Purchase core instructional materials and 	<ol style="list-style-type: none"> All teachers were trained for 8 hours of PLTW. Two staff members were designated as trainers of trainers after 4 days of in-service training. Completed, on-going as new State adoptions occur Completed In progress All Teachers were given grade level CCSS pacing guides from Long Beach Unified School District. Purchased Ready CCSS materials and assessment tools. Implemented Accelerated Grammar Schoolwide, program aligned to ELD state standards. In progress Purchased approximately 60 Chrome books to enhance use of technology in the classroom. All classrooms have upgraded technology to support instructions (projectors, cameras, screens, computers) Completed and will continue next year Not completed – will continue to schedule SST’s and refine the process 	<ol style="list-style-type: none"> PLTW training \$750 conference /OTO extra duty \$469/ LCFF Base CCSS Textbooks, curriculum, materials & supplies/ \$31,290 Obj 4100; \$402 Obj 4200; \$5,500 Obj 4300/ Lottery, OTO, LCFF Base Purchased Ready CCSS

<p>10. Intervention: Provide support to teachers to implement Response to Intervention (Rtl) and other intervention supports to students as needed to meet grade-level expectations.</p> <p>11. Explore AVID skill training to improve student study skills</p>	<p>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 \$15,000 One Time Only (OTO)/Lottery</p> <p>Hire .50 FTE teacher for intervention and ELA support \$29,000 50% LCFF Base & 50% Supplemental</p>	<p>11. The basic cost of AVID is approx. \$13,700 which is cost prohibitive. Administration will continue to explore other programs for student study skills and notetaking.</p>	<p>\$5,721 (part of obj 4100 total above)</p> <p>6. \$19,400 Accelerated Grammar/ LCFF Supplemental</p> <p>8. \$3,163 for 5 iPads; \$6,849 for 18 laptops; \$7,345 for 30 Chromebooks; \$1,763 charging cart; \$2,579 projectors and doc cams LCFF Base/Lottery/OTO/ Donations/ Intel Grant</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify) _____</p>		<p>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?	<ul style="list-style-type: none"> • Increase intervention teacher from 50% to 1.0 FTE • Decrease number of instructional assistants • Add up to 48 more chrome books and 34 chrome O/S licenses • Continue with ELD/ELA staff development services focus in writing.
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Original GOAL from prior year LCAP:	Goal 2: Develop a physical education program. Develop a visual and performing arts (VAPA) program.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5_X 6_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	<ul 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. • Develop partnerships in partnerships and/or scope of relationship with local colleges and businesses. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Students met PE requirements • Completed • California Physical Fitness Test Results (School Year 2014-2015) <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Grade Level</th> <th>Four/Five of Six Standards</th> <th>Six of Six Standards</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>51.2%</td> <td>25.0%</td> </tr> <tr> <td>7</td> <td>53.0%</td> <td>35.3%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Students benefit from performances by vendors offering plays and other musical performances- All 5th grade students learned to play recorders-School wide talent show, School wider winter program and Black History program-Multi-fair and Mala festival. • Participated in “KOVr Kids Can” food drive – Raised \$1,500 for “Pennies for Lymphoma” – Sock, hat and glove drive 	Grade Level	Four/Five of Six Standards	Six of Six Standards	5	51.2%	25.0%	7	53.0%	35.3%
Grade Level	Four/Five of Six Standards	Six of Six Standards										
5	51.2%	25.0%										
7	53.0%	35.3%										

LCAP Year: 2015-16

Planned Actions/Services	Actual Actions/Services
Budgeted	Estimated

		Expenditures		Actual Annual 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 education (5-8) and performing arts (K-8). 		\$12,700 Obj. (teacher or para-professional) \$5,000 (equip) Partner with community artist and local colleges.	<ul style="list-style-type: none"> Completed Bought balls and other outside equipment to supplement outside physical education and activity Hiring of .50 support personnel in progress 	1. PE time at SVCS plus once per week at park for field and playground/Cost not tracked, part of LCFF Base 2. \$718 PE Equipment purchased/LCFF Base 3. No cost
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. Develop music/fine arts integration; Develop a physical education program.		\$800 Obj 4300	<ul style="list-style-type: none"> Punjabi world language course is aligned to CCSS Music/fine arts and physical education programs are in place with continued development and progress - added Bhangra class as an after school enrichment on seven Fridays with 72 students participating. 	1. No added cost 2. \$2,254 Performing Arts program/Lottery \$84 Bhangra class/LCFF Base
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)_____	
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"> Seek .50 FTE physical education teacher Continue to purchase support in performing arts 		

Original GOAL from prior year LCAP:	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_ <u>X</u> 3__ 4_ <u>X</u> 5__ 6__ 7__ 8_ <u>X</u>	
		COE only: 9__ 10__	
		Local : Specify _____	

Goal Applies to:	Schools: SVCS
	Applicable Pupil Subgroups: all

Expected Annual Measurable Outcomes:	1. 100% of all courses daily focus on rigorous classroom assignments to prepare the students for high school graduation and A-G requirements 2. 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 3. 100% of the teachers, parents, students and the school leadership will support the culture of college for all 4. 80% or more of all students will demonstrate at least one year of growth in English and Math on the CCSS 5. An increase of 5 % or more of all students will be proficient or above in English and Math on the CCSS 6. 60% or more of all students will meet standards or above in their STEM assignments	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Rigorous instruction is ongoing to prepare students 20% (3) teachers met STEM implementation Completed and maintained % of students scoring at Proficient or Advanced Science 5-8 (100% of 8th grade were Proficient or Advanced) 	
				<table border="1"> <tr> <td>2013-14</td> <td>2014-15</td> </tr> <tr> <td>58%</td> <td>57%</td> </tr> </table>
2013-14	2014-15			
58%	57%			

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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 	STEM membership \$750 and	<ul style="list-style-type: none"> Interim assessments completed by all 3-8 teachers- All teachers give end of chapter tests –completed three school wide writing assessments and two 	No costs tracked, part of LCFF Base

<p>year) aligned to CCSS</p> <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. 	<p>related expenses</p> <p>\$5,000 materials/ supplies Obj. 4100-4300</p>	<p>school wide grammar assessments.</p> <ul style="list-style-type: none"> Following middle school students in 9th grade - in progress STEM partnerships not completed One student reached county-level Spelling Bee 	
<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>Professional Development Training – see Goal #1</p>	<ul style="list-style-type: none"> Assessment were discussed and analyzed to develop school wide learning focus Leadership team set calendar for learning assessments 	<p>\$750 for PLTW/STEM Conference LCFF Base</p> <p>\$37,410 est. staff time/stat. ben on Intervention/ELA support LCFF Base and Supplemental</p>
<p>3. Ensure vertical articulation between K-8 teachers</p>	<p>No additional cost.</p>	<ul style="list-style-type: none"> Vertical articulation has occurred during staff meetings, minimum days and will take place at the end of the year 	<p>No costs tracked, part of LCFF Base</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>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) _____</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"> Change how we measure students' proficiency in social studies, mathematical skills, in science concepts and scientific thinking Train teacher in CCSS to support struggling students through direct teaching and differentiation 		

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>65,186</u>
<p>For the LCAP Year 2016-17: Using the FCMAT LCFF calculator v17.1b, SVCS estimates 232 enrolled with an unduplicated count of 39 ELL. The LCFF calculator shows \$65,186 in supplemental grant funds. This is an increase of \$55,384 over the \$9,802 EIA Block Grant funding from 2012-13. In the LCAP year, approximately \$10,225 is expected to be spent on ELD staff who work directly with ELL students individually or in small groups. The 1.00 FTE Intervention teacher will have at least 50% of time for EL and academic intervention at an estimated cost of \$22,275 from Supplemental Funds. Also, \$20,000 is budgeted from Supplemental Funds for professional development to further improve ELD/ELA. The total of these items is \$52,500.</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.

4.03	%
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The Minimum Proportionality percentage per the FCMAT LCFF calculator is 4.03 for 2016-17. The proportionality percentage will be met (and exceeded) with the increase from .50 FTE to 1.0 FTE Intervention/CEDLT/ELD/CAASP Teacher is a \$22,275 dollar increase and a 50% increase in resources allocated to ELL/educationally at-risk students.

2

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).