

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Sacramento Valley Charter School	Amrik Singh Principal	asingh@sacvalleycharter.org 916.596.6423

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Sacramento Valley Charter School (SVCS) is a K-8 grade school located in West Sacramento authorized by Washington Unified School District (WUSD). The school opened in 2011 and serve students from West Sacramento and several other local communities. Students elect to attend the school to take advantage of the core curriculum in English language arts (ELA), math, social studies, science and world language Punjabi.

Many students enter as English Learners (EL) and are reclassified to English proficient within two years. SVCS provides a safe learning environment, small class size, credentialed teachers and many opportunities to build English language proficiency. SVCS supports measurable student outcomes toward the overall academic performance in core curriculum. SVCS sets specific measurable goals and actions to reflect goals pursuant to the Education Code and priorities of the State of California for charter schools that include: conditions of learning, student outcomes and parent engagement.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

- The highlighted SVCS goals include:
1. Student Achievement
 2. Implementation of State Standards
 3. Student Outcomes

4. Ethnic, socioeconomically disadvantaged, English Learners, foster youth, pupils with disabilities, and homeless youth.
5. Family and Community Engagement

In narrative form:

1. All students will receive a high quality of instruction from credentialed teachers.
2. All teachers will become proficient in teaching to the Common Core State Standards (CCSS) aligned to assessment and instruction.
3. All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous program evaluation.
4. All students will benefit from programs designed to inform and involve family and community.
5. All students will benefit from the World Language program in Punjabi, which is fully aligned with common core content standards.
6. All students will meet goals of physical education as required by the standards.
7. All teachers will differentiate instruction to give equal access to English Learners, students with special learning needs, identifiable sub-groups, as well as challenge high achievers to advanced curriculum.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

While all goals have been addressed, some are not fully achieved. We are most proud of our progress in implementing student data collection tools and data collection procedures to assess each student's progress toward meeting state standards via the Smarter Balanced Assessment. In addition, we adopted a program to help teachers prescribe next practice lessons for individual students. Data is reviewed constantly for ongoing reporting and monitoring capabilities.

New baseline measures, such as student 's lexiles, Edmentum and Reading Eggs scores were determined and improvement targets were established through these assessment systems. In addition, implementation of school- wide Accelerated Grammar instruction brought about important discussions regarding expectations for student's language development

There was also a major emphasis on implementing actions and services to support family and community involvement.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined

need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

While our school-wide average shows significant progress in English fluency (increased from 32% to 57%) and Math (increased from 37% to 47%), the greatest needs continue to be improving writing, reading and speaking skills. As more students become proficient in reading comprehension and writing, they will also become more capable with the CCSS language-heavy math elements of the Smarter Balanced Summative Assessment. Also, as teachers become more skillful in the use of assessment data, student's skills will improve. There is a great need to continue intervention support whenever it is identified.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Our LEA (SVCS) will continue to focus efforts on improving student's writing, reading, speaking, comprehension and listening skills for long lasting and deep implementation of transferable reading and writing skills. This is one way to close the learning gap. Additionally, assessment and teaching strategies are essential to meeting student learning needs. The Edmentum, Reading Eggs, ESL Library, English in a Flash, Digital Library and Accelerated Grammar programs will serve as strategic tools to increase measurable student achievement to close the achievement gap between grade levels. English in a Flash by Renaissance is a first-year program designed for recent immigrants/EL that has markedly increased EL proficiency. Edmentum and Reading Eggs are in the the second year of use.

A full-time EL support staff was hired to work in small groups in/out of the classroom to improve speaking and reading skills. A grammar coach has provided two years of teacher training for 2015-16 and 2016-17. For 2017-18, SVCS had professional development for teachers at Yolo County Office of Education for EL Strategies, Writing and Vocabulary Development.

Emphasis continued on the use of assessment tools, including interim assessment tools. We had two parent-teacher conferences and continuous engagements through Math Family Night, Science Family Night, Family Code Night and several award assemblies to increase family and community involvement to address help improve our academic performance gap.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

SVCS will continue the full-time position of EL support staff and increasing the level of support to students through Instructional Assistants and Instructional Materials and Tools. One improvement will be the purchase of more reading material in classrooms. Teachers will continue to learn to implement more SDAIE strategies to support student learning.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$2,456,992
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$1,983,286.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

All salaries and benefits for all positions are specifically intended to be included in the LCAP. As the budget increases or decreases, changes to positions are part of the LCAP as adopted. Costs such as the school office staff, accounting, legal, special education excess costs, etc. that do not have a specific relationship to an LCAP goal/State Priority are still a part of the LCAP as they are not distinct or separable costs from delivering the educational program to students. Also, the Board approves the 1st and 2nd Interim Reports during the year which approves changes in spending and reserves. Some funds are not budgeted to ensure the school maintains sufficient reserves for a future economic downturn.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$2,015,025

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

With appropriately-assigned, credentialed teachers, all SVCS students will meet or exceed State academic standards that will help prepare them to compete in the global society.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

All teachers, administrators and classroom support staff participate in Professional Development (PD)

17-18

Confirmed attendance at Professional Development (PD)

Baseline

2016-17 Achieved

Achieved

Metric/Indicator

All teachers have access to CCSS- aligned pacing guides

17-18

Provide access, confirm use

Achieved

Expected

Actual

Baseline
2016-17 Achieved

Metric/Indicator
Teachers will use on- line curriculum and assessment tools to aid re-teaching and differentiated instruction

17-18
Provide training and access, confirm use and effectiveness through observation and results

Baseline
2016-17 Achieved

Metric/Indicator
Meet or exceed CDE target for SBA scores in ELA and Math (schoolwide and subgroups)

17-18
3% improvement in scores each year until 65% or more are meet or exceed

Baseline
2016-17 scores become the SVCS baseline

Metric/Indicator
Establish individual learning plans for each student

17-18
All students using a consistent format

Baseline
2016-17 started with students performing below expectations

Metric/Indicator
Teachers will be properly assigned and credentialed. Interns/ PIP will be used only when a fully- credentialed teacher is not available.

17-18
Maintain compliance

Baseline
2016-17 all teachers were credentialed and properly assigned.

Achieved

Achieved

Achieved for students with performance issues. Will be expanded in 2018-19 to all students.

Achieved

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire and properly assign credentialed teachers	Hired and properly assigned credentialed teachers	Class 0000, 1400 1000-1999: Certificated Personnel Salaries Base \$714,000	Class 0000, 1400 1000-1999: Certificated Personnel Salaries Base \$648,577
			Class 0000.1400 3000-3999: Employee Benefits Base \$83,868

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue professional development in delivering CCSS-aligned curriculum, differentiated instruction, using technology in the classroom, and STEM/PLTW/GATE programs to assist students in meeting and exceeding standards. New teachers with preliminary credentials will be scheduled for two years of BTSA as funding allows.	Continued professional development in delivering CCSS-aligned curriculum, differentiated instruction, using technology in the classroom, and STEM programs to assist students in meeting and exceeding standards. New teachers with preliminary credentials participated in BTSA as funding allowed.	Class 1001, 0000 Base \$37,000	Class 1001, 0000 Other \$19,288

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase curriculum aligned with CCSS and Next Generation Science (NGS) through printed and/or digital instructional minutes.	Purchased curriculum aligned with CCSS and Next Generation Science (NGS) through printed and/or digital instructional minutes.	Class 6300/1100/1001 Lottery \$25,000	Class 6300/1100/1001 Lottery \$25,850

Provided equal access to all students for curriculum.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide intervention and assistance in classrooms, small groups, and individually to unduplicated populations to meet grade-level expectations. A .50 FTE teacher and part-time instructional aides will serve these students.	Provided intervention and assistance in classrooms, small groups, and individually to unduplicated populations to meet grade-level expectations. A .50 FTE and then a .20 teacher, a full-time aide and part-time instructional aides served these students.	0000 Supplemental \$79,400	0000 Supplemental \$86,300

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain, repair or replace existing technology in classrooms.	Maintained, repair or replace existing technology in classrooms. Added 60 chrome books and carts technology to classrooms and improved internet access in classrooms.	1100 Lottery \$2,000	0000 Base \$8,834
			1100 Lottery \$10,262

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation for 2017-18 was successful for Goal #1.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the actions/services were effective to achieve the articulated goal as measured by SVCS.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

SVCS reduced professional development costs by using more internal resources and fewer external providers. SVCS purchased and upgraded more technology, as funds became available, than initially proposed.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Continue the development of the physical education (PE) program; continue the integration of visual and performing arts (VAPA) through classroom-based and school-wide opportunities; and, enhance the World Language Punjabi curriculum with new instructional materials.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Student scores on 5th and 7th Grade CA Physical Fitness Test

17-18

75% or better in Health Fitness Zone for all 6 fitness areas

Baseline

2015-16: 5th grade achieved 75%+ in 4 of 6 fitness areas; 7th grade achieved 75% in 4 of 6 fitness areas

2016-17: 5th grade achieved 75%+ in 4 of 6 fitness areas; 7th grade 75%+ in 3 of 6 fitness areas with the 4th area at 73.3%. The test results for 2017-18 will not be available until the end of June 2018 in order to evaluate the effectiveness of program enhancements added in 2017-18.

Metric/Indicator

Frequency of offerings and level of participation in VAPA

17-18

Add at least one more opportunity for student participation over 2016-17

Performances at the school both from external providers and classroom-based internal participation continued.

Expected

Baseline

2016-17 included Friday dance elective, one class play, two field trips to movies, one presentation on Ben Franklin

Metric/Indicator

Existing Punjabi curriculum

17-18

\$2,000 new materials

Baseline

2016-17 existing materials

Actual

This item will be carried forward and implemented in a future year.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue lesson plans that ensure 200 minutes of PE every 10 days. Identify and practice the fitness areas in the CA Physical Fitness Test to help students improve their readiness for fitness testing.	Continued lesson plans that ensured 200 minutes of PE every 10 days. Identified and practiced the fitness areas in the CA Physical Fitness Test which helped the students improve their readiness for fitness testing. Hired SWEAT Team for fitness and wellness opportunities.	0000 Base \$1,500	0000 Base \$9,500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue the music/fine arts integration into the classrooms and school-wide. Continue performances at the school or as fieldtrips.	Continued the music/fine arts integration into the classrooms and school-wide. Continued performances at the school and as fieldtrips.	0000/1100 0000: Unrestricted Base \$3,300	0000 0000: Unrestricted Base \$2,600

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Enhance students' experience learning World Language Punjabi with the addition of new and/or curricular instructional materials.	Actions/services deferred to 2018-19.	1100 Lottery \$2,000	No identified expenses in 2017-18 0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Action 1 was expanded to add external provider services for even better than planned approve to the goal. Action 2 was implemented as planned. Action 3 is being deferred to 2018-19.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services have been effective in achieving the articulated goal and will continue to be a focus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The contract with SWEAT Team for physical fitness was prompted by repeated staff and parent requests for more structure and great opportunities for the students.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Adopt and implement a course of study that includes all 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 and World Language Punjabi K-8. E.C. §51210

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

All courses will provide rigor in curriculum and assignments

17-18

50% or more will achieve a 3.0 GPA or higher

Baseline

2016-17: 45% of students achieved 3.0 GPA or better

2017-18 > 50% achieved a 3.0 GPA or higher

Metric/Indicator

College/University campus tour(s)

17-18

Increase to two

One tour was held in 2017-18; Two will be scheduled for 2018-19

Expected

Actual

<p>Baseline 2016-17 one tour of UC Davis</p>
<p>Metric/Indicator At least 80% of students will demonstrate at least one year of growth on ELA and Math CCSS.</p>
<p>17-18 Continue to meet metric</p>
<p>Baseline 2016-17 Achieved</p>

<p>Achieved; More than 60 students exceeded standards in ELA and/or math</p>
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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue PD training aligned to CCSS curriculum with focus on STEM/PLTW/GATE * CCSS/NGSS * Writers' Workshop * Teacher-led trainings * Vertical articulation * Teacher collaboration</p>	<p>Continued PD training aligned to CCSS curriculum with focus on STEM * CCSS/NGSS * Writers' Workshop * Teacher-led trainings * Vertical articulation * Teacher collaboration</p>	<p>Already part of Goal 1, Action 1 includes \$11,000 on min. days; Action 2 PD.</p>	<p>Already part of Goal 1, Action 1 includes \$11,000 on min. days; Action 2 PD.</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue student support structures during the school day (tutoring, differentiated instruction,</p>	<p>Continued student support structures during the school day (tutoring, differentiated instruction,</p>	<p>See Goal 1, Action 4</p>	<p>See Goal 1, Action 4</p>

re-teaching) to improve student performance.

re-teaching) to improve student performance.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
At parent involvement meetings (Back-to-School Night, multicultural fair, open house, awards ceremonies and PTO meeting/sponsored events), remind parents of the importance of their student(s) attendance on learning outcomes. Reduce absences to improve student learning and retention. Update Parent-Student Handbook to address frequent student absences and extended periods of short-term independent study.	At parent involvement meetings (Back-to-School Night, multicultural fair, open house, awards ceremonies and PTO meeting/sponsored events), reminded parents of the importance of their student(s) attendance on learning outcomes. Communicated to reduce absences and improve student learning and retention. Updated Parent-Student Handbook to address frequent student absences and extended periods of short-term independent study.	No separate cost	No separate cost

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
University and college campus visits to encourage students to perform well in elementary and high school and then pursue a degree.	Held one university visit to encourage students to perform well in elementary and high school and then pursue a degree. A few 4th-8th graders participated in the Academic Talent Search (ATS) at CSU, Sacramento.	0000 2000-2999: Classified Personnel Salaries Base \$1,000	0000 2000-2999: Classified Personnel Salaries Base \$300

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue educational support through a parent/guardian funded after school program. The after	Continued educational support through a parent/guardian funded after school program. The after	No encroachment. Locally funded. 2000-2999: Classified	No encroachment. Locally funded. 2000-2999: Classified

school program provides support to students needing extra instruction and homework assistance. Parent payments (not LCFF funds) are used to operate the program.

school program supports students needing extra instruction and homework assistance. Parent payments (not LCFF funds) are used to operate the program.

Personnel Salaries Locally Defined \$25,000

Personnel Salaries Locally Defined \$25,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall implementation of actions/services was successful in achieving the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the actions/services were effective in achieving the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Although it was not a result of LCFF Evaluation Rubrics, Action 5 was added in December 2017 as part of the Board-approved LCAP update.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Pupil engagement will be supported through safe and reliable home-to-school transportation.(Note: This goal was added in December 2017 through a Board-Approved LCAP update)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

No absences or tardies resulting from interruptions of school-operated transportation

17-18

Achieved

Baseline

2017-18

There were no tardies or absences resulting from school-operated transportation.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Provide safe and reliable bus or van home-to-school transportation to SVCS students

Provided safe and reliable bus or van home-to-school transportation to SVCS students

0000: Unrestricted Base 0

0000: Unrestricted LCFF
\$296,500

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation was of the action/service was successful to achieve the articulated goal as disruptions were well-managed and impact on instructional time was minimal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services were highly effective in achieving the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This Goal and the related actions were occurring without being specifically identified in the LCAP which mitigates the appearance of a budget-actual difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As noted, the entire section of and related to Goal 4 was added by Board action in December 2017.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

SVCS gathered community feedback through Survey sent to parents that addressed the 8 state priorities. SVCS sent a survey home and 130 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:

<http://www.sacvalleycharter.org>

<http://www.capta.org/sections/programs/lcflcap.cfm> <http://www.smarterbalanced.org/parentsstudents/> <http://www.cde.ca.gov/ta/tg/sa/>
<http://www.cde.ca.gov/re/cc/tl/whatareccss> Reviewed state priorities listed in Education Code sections 52060, 52066 and section 52060(d). SVCS Board Directors were given an overview of LCAP/LCFF during the May Board meeting and links provided by email for further study. Principal attended workshops alone and with teachers and training on Common Core Assessment implementation. http://www.scoe.net/castandards/multimedia/common_core_leadership_planning_guide.pdf and for Google Classroom. A CPA who specializes in LEAs works with SVCS for compliance and to facilitate budget/LCFF and LCAP requirements.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

These consultations provide significant feedback for planning LCAP for the upcoming year. Teachers have more experience in using interim assessments and have become confident in using data for students' improvement. Parents want more arts, music and physical education, but not at the cost of reducing the focus on core curriculum. As recognized by LEAs throughout the State, English learners continue to need help acquiring advanced English language skills to provide the greatest chances of success at the college level.



Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

With appropriately-assigned, credentialed teachers, all SVCS students will meet or exceed State academic standards that will help prepare them to compete in the global society.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

To prepare today's students for tomorrow's opportunities, learning environments must provide relevant and challenging curriculum. Dedicated and focused resources are needed to assist unduplicated students meet and exceed grade-level expectations.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All teachers, administrators and classroom support staff participate in Professional Development (PD)	2016-17 Achieved	Confirmed attendance at Professional Development (PD)	Confirm attendance at Professional Development (PD)	Confirm attendance at Professional Development (PD)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All teachers have access to CCSS-aligned pacing guides	2016-17 Achieved	Provided access, confirmed use	Provided access, confirm use	Provide access, confirm use
Teachers will use on-line curriculum and assessment tools to aid re-teaching and differentiated instruction	2016-17 Achieved	Provided training and access, confirm use and effectiveness through observation and results	Provide training and access, confirm use and effectiveness through observation and results	Provide training and access, confirm use and effectiveness through observation and results
Meet or exceed CDE target for SBA scores in ELA and Math (schoolwide and subgroups)	2016-17 scores become the SVCS baseline	3% improvement in scores each year until 65% or more are meet or exceed	3% improvement in scores each year until 65% or more are meet or exceed	3% improvement in scores each year until 65% or more are meet or exceed
Establish individual learning plans for each student	2016-17 started with students performing below expectations	Continued focus on students performing below expectations.	All students using a consistent format	All students using a consistent format
Teachers will be properly assigned and credentialed. Interns/ PIP will be used only when a fully-credentialed teacher is not available.	2016-17 all teachers were credentialed and properly assigned.	Maintain compliance	Maintain compliance	Maintain compliance

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Hire and properly assign credentialed teachers.

2018-19 Actions/Services

Hire and properly assign credentialed teachers.

2019-20 Actions/Services

Hire and properly assign credentialed teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$714,000	\$854,000	\$859,300
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Class 0000, 1400	1000-1999: Certificated Personnel Salaries Class 0000, 1400	1000-1999: Certificated Personnel Salaries Class 0000, 1400

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue professional development in delivering CCSS-aligned curriculum, differentiated instruction, use of technology in the classroom, and STEM programs to assist students in meeting and exceeding standards. New teachers with preliminary credentials will be scheduled for two years of BTSA as funding allows.

2018-19 Actions/Services

Continue professional development in delivering CCSS-aligned curriculum, differentiated instruction, use of technology in the classroom, and STEM programs to assist students in meeting and exceeding standards. New teachers with preliminary credentials will be scheduled for two years of BTSA as funding allows.

2019-20 Actions/Services

Continue professional development in delivering CCSS-aligned curriculum, differentiated instruction, use of technology in the classroom, and STEM programs to assist students in meeting and exceeding standards. New teachers with preliminary credentials will be scheduled for two years of BTSA as funding allows.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$37,000	\$33,875	\$33,875
Source	Base	Base	Base
Budget Reference	Class 1001, 0000	Class 0000	Class 0000

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Purchase curriculum aligned with CCSS and NGSS through printed and/or digital instructional materials

2018-19 Actions/Services

Purchase curriculum aligned with CCSS and NGSS through printed and/or digital instructional materials

2019-20 Actions/Services

Purchase curriculum aligned with CCSS and NGSS through printed and/or digital instructional materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$32,500	\$32,500
Source	Lottery	Lottery	Lottery
Budget Reference	Class 6300/1100/1001	4000-4999: Books And Supplies Class 1100	Class 6300/1100/1001
Amount		\$40,000	\$20,000
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies Class 0000	4000-4999: Books And Supplies Class 0000

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide intervention and assistance in classrooms, small groups, and individually to unduplicated populations to meet grade-level expectations. A .50 FTE teacher and part-time instructional aides serve these students.

2018-19 Actions/Services

Provide intervention and assistance in classrooms, small groups, and individually to unduplicated populations to meet grade-level expectations and enhance English learner reclassification rates. A .20 FTE teacher, a full-time EL specialist, a part-time math specialist and several part-time instructional aides serve these students.

2019-20 Actions/Services

Provide intervention and assistance in classrooms, small groups, and individually to unduplicated populations to meet grade-level expectations and enhance English learner reclassification rates. A .20 FTE teacher, a full-time EL specialist, a part-time math specialist and several part-time instructional aides serve these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$79,400	\$97,000	\$97,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 1000s, 2000s, 3000s	2000-2999: Classified Personnel Salaries 1000s, 2000s, 3000s	2000-2999: Classified Personnel Salaries 1000s, 2000s, 3000s

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Maintain, repair or replace existing technology in the classrooms.

2018-19 Actions/Services

Maintain, repair, replace and improve existing technology in the classrooms. Increase the number of Chromebooks and related technology as enrollment increases.

2019-20 Actions/Services

Maintain, repair, replace and improve existing technology in the classrooms. Increase the number of Chromebooks and related technology as enrollment increases.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$12,500	\$12,500
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies 1100	4000-4999: Books And Supplies 1100	4000-4999: Books And Supplies 1100

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 2

Continue the development of the physical education (PE) program; continue the integration of visual and performing arts (VAPA) through classroom-based and school-wide opportunities; and, enhance the World Language Punjabi curriculum with new instructional materials.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Students learn in many modalities. Having physical education, fine arts and foreign language programs can augment student success with core subject matter.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student scores on 5th and 7th Grade CA Physical Fitness Test	2015-16: 5th grade achieved 75%+ in 4 of 6 fitness areas; 7th grade achieved 75% in 4 of 6 fitness areas	75% or better in Health Fitness Zone for all 6 fitness areas	75% or better in Health Fitness Zone for all 6 fitness areas	75% or better in Health Fitness Zone for all 6 fitness areas

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Frequency of offerings and level of participation in VAPA	2016-17 included Friday dance elective, one class play, two field trips to movies, one presentation on Ben Franklin	Add at least one more opportunity for student participation over 2016-17	Add at least one more opportunity for student participation over 2016-17	Add at least one more opportunity for student participation over 2016-17
Existing Punjabi curriculum	2016-17 existing materials	\$2,000 new materials	\$2,000 new materials	\$2,000 new materials

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Continue lesson plans that ensure 200 minutes of PE every 10 days. Identify and practice the fitness areas in the CA Physical Fitness Test to help students improve their readiness for the fitness testing.

Continue lesson plans that ensure 200 minutes of PE every 10 days. Contract with the SWEAT Team for fitness assistance. Identify and practice the fitness areas in the CA Physical Fitness Test to help students improve their readiness for the fitness testing.

Continue lesson plans that ensure 200 minutes of PE every 10 days. Contract with the SWEAT Team for fitness assistance. Identify and practice the fitness areas in the CA Physical Fitness Test to help students improve their readiness for the fitness testing.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$16,000	\$16,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 0000	5800: Professional/Consulting Services And Operating Expenditures 0000	5800: Professional/Consulting Services And Operating Expenditures 0000
Amount		\$3,000	\$3,000
Source		Base	Base
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Continue the music/fine arts integration into the classrooms and school-wide. Continue performances at the school and/or as field trips.

2018-19 Actions/Services

Continue the music/fine arts integration into the classrooms and school-wide. Continue performances at the school and/or as field trips.

2019-20 Actions/Services

Continue the music/fine arts integration into the classrooms and school-wide. Continue performances at the school and/or as field trips.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,300	\$3,300	\$3,300
Source	Lottery	Lottery	Lottery
Budget Reference	5000-5999: Services And Other Operating Expenditures 1100/0000	5000-5999: Services And Other Operating Expenditures 1100/0000	5000-5999: Services And Other Operating Expenditures 1100/0000

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Enhance students' experience learning World Language Punjabi with the addition of new and/or co-curricular instructional materials.

Enhance students' experience learning World Language Punjabi with the addition of new and/or co-curricular instructional materials.

Enhance students' experience learning World Language Punjabi with the addition of new and/or co-curricular instructional materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Lottery	Lottery	Lottery
Budget Reference	1100	1100	1100

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Adopt and implement a course of study that includes all 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 and World Language Punjabi K-8. E.C. §51210

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

A foundation set on rigorous, standards-aligned curriculum will allow SVCS students to succeed in endeavors outside of school as well as in high school and college/university/trade or technical education.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All courses will provide rigor in curriculum and assignments	2016-17: 45% of students achieved 3.0 GPA or better	50% or more will achieve a 3.0 GPA or higher	50% or more will achieve a 3.0 GPA or higher	50% or more will achieve a 3.0 GPA or higher
College/University campus tour(s)	2016-17 one tour of UC Davis	Increase to two	Maintain two campus tours	Maintain two campus tours

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
At least 80% of students will demonstrate at least one year of growth on ELA and Math CCSS.	2016-17 Achieved	Continue to meet metric	Continue to meet metric	Continue to meet metric

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue PD training aligned to CCSS Curriculum with a focus on STEM
 * CCSS/NGSS
 * Writers' Workshop
 * Teacher-led and professional-led trainings

2018-19 Actions/Services

Continue PD training aligned to CCSS Curriculum with a focus on STEM
 * CCSS/NGSS
 * Writers' Workshop
 * Teacher-led and professional-led trainings

2019-20 Actions/Services

Continue PD training aligned to CCSS Curriculum with a focus on STEM
 * CCSS/NGSS
 * Writers' Workshop
 * Teacher-led and professional-led trainings

* Vertical articulation
* Teacher collaboration

* Vertical articulation
* Teacher collaboration

* Vertical articulation
* Teacher collaboration

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Already part of Goal 1, Action 1 includes \$11,000 on min. days; Action 2 PD	Already part of Goal 1, Action 1 includes \$12,500 on min. days; Action 2 PD	Already part of Goal 1, Action 1 includes \$13,000 on min. days; Action 2 PD

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Low Income [Add Students to be Served selection here]	Limited to Unduplicated Student Group(s) [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services

Continue student support structures during the school day(tutoring, differentiated instruction, re-teaching) to improve student performance.

2018-19 Actions/Services

Continue student support structures during the school day(tutoring, differentiated instruction, re-teaching) to improve student performance.

2019-20 Actions/Services

Continue student support structures during the school day(tutoring, differentiated instruction, re-teaching) to improve student performance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	See Goal 1, Action 4	See Goal 1, Action 4	See Goal 1, Action 4

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

At parent involvement meetings (Back-to-School Night, multicultural fair, open house, awards ceremonies, and PTO meetings/events), remind parents of the

2018-19 Actions/Services

At parent involvement meetings (Back-to-School Night, multicultural fair, open house, awards ceremonies, and PTO meetings/events), remind parents of the

2019-20 Actions/Services

At parent involvement meetings (Back-to-School Night, multicultural fair, open house, awards ceremonies, and PTO meetings/events), remind parents of the

importance of their student(s) attendance on learning outcomes. Reduce absences to improve student learning and retention. Update Parent-Student Handbook to address frequent absences and extended short-term independent study.

importance of their student(s) attendance on learning outcomes. Reduce absences to improve student learning and retention. The Parent-Student Handbook addresses frequent absences and extended short-term independent study

importance of their student(s) attendance on learning outcomes. Reduce absences to improve student learning and retention. The Parent-Student Handbook addresses frequent absences and extended short-term independent study

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	No separate cost	No separate cost	No separate cost

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

University and college visits to encourage students to perform well in elementary,

2018-19 Actions/Services

University and college visits to encourage students to perform well in elementary,

2019-20 Actions/Services

University and college visits to encourage students to perform well in elementary,

middle and high schools and then pursue a degree.	middle and high schools and then pursue a degree.	middle and high schools and then pursue a degree.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	Base	Base	Base
Budget Reference	0000: Unrestricted 1000s. 2000s,, 3000s and 4000s	0000: Unrestricted 1000s. 2000s,, 3000s and 4000s	0000: Unrestricted 1000s. 2000s,, 3000s and 4000s

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SVCS formed its first English Learner Advisory Committee (ELAC) to gain greater input from parents of EL students.	Continue to hold ELAC meetings to gain input and feedback.	Continue to hold ELAC meetings to gain input and feedback.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to offer a parent-supported after school program for additional reading, writing, math and homework support as well as co-curricular activities. The program does not encroach on the school's LCFF or other State resources. Note: Part of the Board-approved 2017-18

2018-19 Actions/Services

Continue to offer a parent-supported after school program for additional reading, writing, math and homework support as well as co-curricular activities. The program does not encroach on the school's LCFF or other State resources.

2019-20 Actions/Services

Continue to offer a parent-supported after school program for additional reading, writing, math and homework support as well as co-curricular activities. The program does not encroach on the school's LCFF or other State resources.

Board-approved LCAP updated from December 2017.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$25,000	\$25,000
Source	Locally Defined	Locally Defined	Locally Defined
Budget Reference	2000-2999: Classified Personnel Salaries 2000s, 3000s, 4000s	2000-2999: Classified Personnel Salaries 2000s, 3000s, 4000s	2000-2999: Classified Personnel Salaries 2000s, 3000s, 4000s

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

SVCS will continue to properly maintain and improve its facilities, transportation and food service to enhance student safety, school connectedness and opportunities for well being.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

To help students' academic performance, the conditions of learning should be optimized to include appropriate/clean/safe facilities, safe/reliable transportation and nutritious/delicious lunches.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities shall be maintained with adequate cleanliness and safety.	2017-2018 Achieved	No disruption of educational program resulting from facilities matters.	No disruption of educational program resulting from facilities matters.	No disruption of educational program resulting from facilities matters.
Buses and vans shall be maintained to ensure reliability. As required, drivers shall have the appropriate training and	2017-18 Achieved	No disruption of educational program resulting from school-provided transportation.	No disruption of educational program resulting from school-provided transportation.	No disruption of educational program resulting from school-provided transportation.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
licenses for safe operation of buses.				
Students will be provided lunch prepared by food service at no cost to the students' family (donations are welcome). Students shall regularly be offered fresh vegetables and/or fruit.	2017-18 Achieved	At least 75% of students will eat the meals prepared by food service.	At least 75% of students will eat the meals prepared by food service. Food waste will be monitored to help adjust menu offerings to increase consumption/reduce waste.	At least 75% of students will eat the meals prepared by food service. Food waste will be monitored to help adjust menu offerings to increase consumption/reduce waste.
Staff will receive training about student social-emotional learning, internet safety, suicide prevention and anti-bullying	2017-18 Partially implemented	All staff will receiving training on identified areas.	All staff will receiving training on identified areas.	All staff will receiving training on identified areas.
SVCS will increase parent/guardian and staff awareness of and access to community resources (i.e. library, mental health, County/City, Authorizer).	2017-18 Partially implemented	Parents/guardians and staff will receive communication about identified community resources.	Parents/guardians and staff will receive communication about identified community resources.	Parents/guardians and staff will receive communication about identified community resources.
SVCS will continue providing Recess Monitors for student safety at recess times and beyond.	2017-18 Achieved	Recess monitors will actively monitor students during recesses, classroom transitions and in the parking lots at drop off and pick up times.	Recess monitors will actively monitor students during recesses, classroom transitions and in the parking lots at drop off and pick up times.	Recess monitors will actively monitor students during recesses, classroom transitions and in the parking lots at drop off and pick up times.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Facilities are leased and are less than 10 years old. School buildings are cleaned _____ . School safety was improved with the addition of a school-wide PA system. Upgrades from Prop 39 Energy Funds are reducing energy consumption and cost. While not a new area, this was added to the 2018-19 LCAP to recognize action/services on this State Priority.

2018-19 Actions/Services

The campus facilities will be repaired, maintained and improved as budgetary resources allow. Emphasis will be placed on safety-related items. Upgrades from Prop 39 Energy Funds are reducing energy consumption and cost.

2019-20 Actions/Services

The campus facilities will be repaired, maintained and improved as budgetary resources allow. Emphasis will be placed on safety-related items

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$238,700	\$279,200	\$279,200
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Class 0000/6030	5000-5999: Services And Other Operating Expenditures Class 0000/6030	5000-5999: Services And Other Operating Expenditures
Amount	\$101,906	\$150,791	0
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Class 6230 Prop 39 Energy	5000-5999: Services And Other Operating Expenditures Class 6230 Prop 39 Energy	5000-5999: Services And Other Operating Expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Consistent with its Charter, SVCS provides home-to-school transportation daily to students living outside of walking distances. While not a new service, this was added to the LCAP by Board-approved update in December 2017 in recognition of the SVCS actions/services on this State Priority .

Consistent with its Charter, SVCS provides home-to-school transportation daily to students living outside of walking distances. When possible, SVCS will provide transportation for field trips.

Consistent with its Charter, SVCS provides home-to-school transportation daily to students living outside of walking distances. When possible, SVCS will provide transportation for field trips.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$237,200	\$321,200	\$324,700
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries 2000s, 3000s, 4000s, 5000s, 6000s	2000-2999: Classified Personnel Salaries 2000s, 3000s, 4000s, 5000s, 6000s	2000-2999: Classified Personnel Salaries 2000s, 3000s, 4000s, 5000s, 6000s

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

SVCS provides nutritious lunches, at no cost, to all students who sign up for lunches. While not a new area, this was added to the 2018-19 LCAP to recognize action/services on this State Priority.

2018-19 Actions/Services

SVCS provides nutritious lunches, at no cost, to all students who sign up for lunches.

2019-20 Actions/Services

SVCS provides nutritious lunches, at no cost, to all students who sign up for lunches.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$70,500	\$79,800	\$79,800
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries 2000s, 3000s, 4000s, 5000s	2000-2999: Classified Personnel Salaries 2000s, 3000s, 4000s, 5000s	2000-2999: Classified Personnel Salaries 2000s, 3000s, 4000s, 5000s

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Staff will receive training about internet safety, suicide prevention and anti-bullying. While not an entirely new area, this was added to the 2018-19 LCAP to recognize action/services meeting this State Priority.

2018-19 Actions/Services

Staff will receive training about student social-emotional learning, internet safety, suicide prevention and anti-bullying

2019-20 Actions/Services

Staff will continue receiving training about student social-emotional learning, internet safety, suicide prevention and anti-bullying

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional cost, See other Goals referring to PD/training	No additional cost, See other Goals referring to PD/training	No additional cost, See other Goals referring to PD/training

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

This was added to the 2018-19 LCAP to recognize action/services on this State Priority.

SVCS will increase parent/guardian and staff awareness of and access to community resources (i.e. library, mental health, County/City, Authorizer) via newsletters and/or website content and links.

SVCS will increase parent/guardian and staff awareness of and access to community resources (i.e. library, mental health, County/City, Authorizer) via newsletters and/or website content and links.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	Not part of 2017-18 adopted LCAP	No additional cost identified	No additional cost identified

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Recess Monitors actively monitor students during recesses and classroom transitions. In late 2017-18, the Recess Monitors' duty day was increase to add parking lot safety at drop off and pick up. While not a new	Recess Monitors will actively monitor students during recesses, classroom transitions and in the parking lots at drop off and pick up times to increase safety	Recess Monitors will actively monitor students during recesses, classroom transitions and in the parking lots at drop off and pick up times to increase safety

service/action, this have been added to the 2018-19 LCAP to recognize action/services meeting this State Priority.

and identify/report potentials issues/threats.

and identify/report potentials issues/threats.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,500	\$31,620	\$31,620
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries 2000s,3000s	2000-2999: Classified Personnel Salaries 2000s, 3000s	2000-2999: Classified Personnel Salaries 2000s, 3000s

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$302,297

Percentage to Increase or Improve Services

17.65%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Maintain small class sizes for individualized attention. Maintain academic support for unduplicated students. Continue providing nutritious meals at no cost to students.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$109,232

Percentage to Increase or Improve Services

7.61 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

SVCS has increased the FTE for positions supporting the unduplicated population (EL and Soc. Econ.) from 3.30 FTE in 2016-17 to 4.325 FTE in 2017-18. This is a 31% increase in services.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 *EC* 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any 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 unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?
- 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?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	890,200.00	1,216,879.00	1,560,506.00	1,983,286.00	1,821,295.00	5,365,087.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	756,800.00	753,679.00	753,500.00	907,875.00	913,175.00	2,574,550.00
LCFF	0.00	296,500.00	567,900.00	751,820.00	735,320.00	2,055,040.00
Locally Defined	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	75,000.00
Lottery	29,000.00	36,112.00	32,300.00	50,300.00	50,300.00	132,900.00
Other	0.00	19,288.00	101,906.00	150,791.00	0.00	252,697.00
Supplemental	79,400.00	86,300.00	79,900.00	97,500.00	97,500.00	274,900.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	890,200.00	1,216,879.00	1,560,506.00	1,983,286.00	1,821,295.00	5,365,087.00
	146,900.00	160,034.00	64,000.00	35,875.00	68,375.00	168,250.00
0000: Unrestricted	3,300.00	299,100.00	1,000.00	1,000.00	1,000.00	3,000.00
1000-1999: Certificated Personnel Salaries	714,000.00	648,577.00	714,000.00	854,000.00	859,300.00	2,427,300.00
2000-2999: Classified Personnel Salaries	26,000.00	25,300.00	433,600.00	554,620.00	558,120.00	1,546,340.00
3000-3999: Employee Benefits	0.00	83,868.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	0.00	0.00	4,000.00	88,500.00	36,000.00	128,500.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	343,906.00	433,291.00	282,500.00	1,059,697.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	16,000.00	16,000.00	32,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	890,200.00	1,216,879.00	1,560,506.00	1,983,286.00	1,821,295.00	5,365,087.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	38,500.00	18,334.00	37,000.00	33,875.00	33,875.00	104,750.00
	Lottery	29,000.00	36,112.00	27,000.00	2,000.00	34,500.00	63,500.00
	Other	0.00	19,288.00	0.00	0.00	0.00	0.00
	Supplemental	79,400.00	86,300.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	3,300.00	2,600.00	1,000.00	1,000.00	1,000.00	3,000.00
0000: Unrestricted	LCFF	0.00	296,500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	714,000.00	648,577.00	714,000.00	854,000.00	859,300.00	2,427,300.00
2000-2999: Classified Personnel Salaries	Base	1,000.00	300.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00	329,200.00	432,620.00	436,120.00	1,197,940.00
2000-2999: Classified Personnel Salaries	Locally Defined	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	75,000.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	79,400.00	97,000.00	97,000.00	273,400.00
3000-3999: Employee Benefits	Base	0.00	83,868.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	0.00	1,500.00	3,000.00	3,000.00	7,500.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	0.00	40,000.00	20,000.00	60,000.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	2,000.00	45,000.00	12,500.00	59,500.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	500.00	500.00	500.00	1,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	238,700.00	279,200.00	279,200.00	797,100.00
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	0.00	3,300.00	3,300.00	3,300.00	9,900.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	101,906.00	150,791.00	0.00	252,697.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	0.00	16,000.00	16,000.00	32,000.00

* Totals based on expenditure amounts in goal and annual update sections.

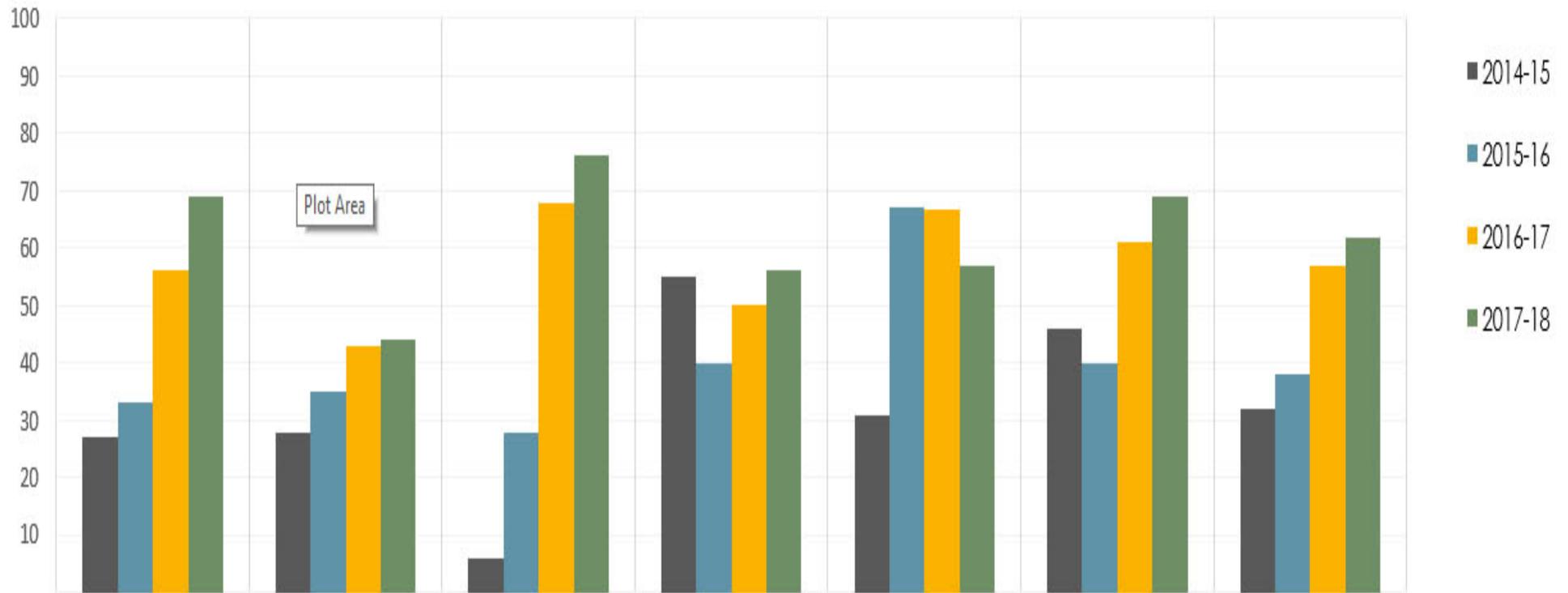
Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	857,400.00	882,979.00	857,400.00	1,069,875.00	1,055,175.00	2,982,450.00
Goal 2	6,800.00	12,100.00	6,800.00	24,300.00	24,300.00	55,400.00
Goal 3	26,000.00	25,300.00	26,500.00	26,500.00	26,500.00	79,500.00
Goal 4	0.00	296,500.00	669,806.00	862,611.00	715,320.00	2,247,737.00

* Totals based on expenditure amounts in goal and annual update sections.

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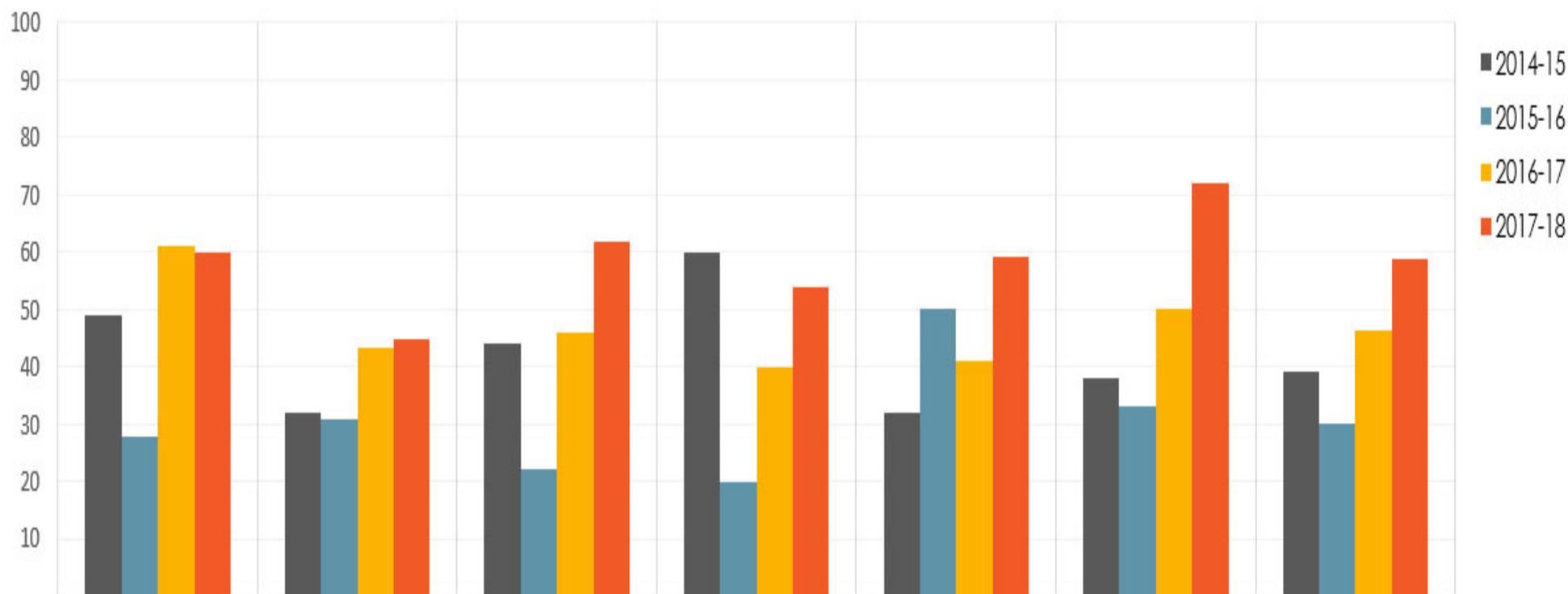
ELA - Standards Met or Exceeded



Schools	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Total School
2014-15	27.00	28.00	6.00	55.00	31.00	46.00	32.00
2015-16	33.00	35.00	28.00	40.00	67.00	40.00	38.00
2016-17	56.25	42.86	68.00	50.00	66.66	61.11	56.78
2017-18	69.00	44.00	76.00	56.00	57.00	69.00	61.83

CAASPP SCORES 2014-18

Math - Standards Met or Exceeded



Schools	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Total School
2014-15	49.00	32.00	44.00	60.00	32.00	38.00	39.00
2015-16	28.00	31.00	22.00	20.00	50.00	33.00	30.00
2016-17	61.11	43.33	46.15	40.00	41.17	50.00	46.51
2017-18	60.00	45.00	62.00	54.00	59.00	72.00	58.67