

2019-20

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)

[California School Dashboard](#): 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 serves 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 sizes, credentialed teachers, common core-aligned curriculum 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. 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) Next Generation Science Standards (NGSS) 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

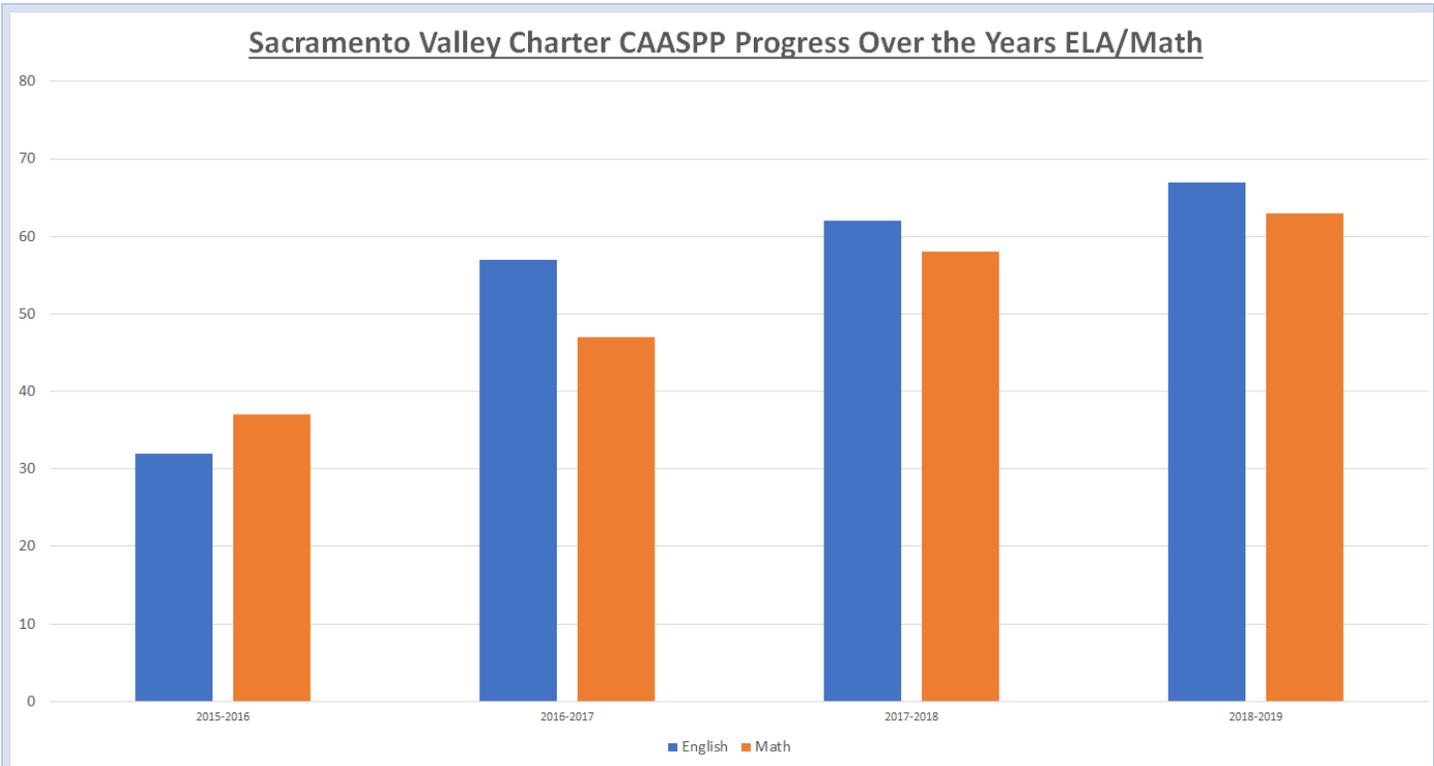
Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to 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

All goals have been addressed, some actions have been deferred or modified for 2019-20 implementation. 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 California School Dashboard, 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

The greatest need is to continue providing a safe environment for all students so that chronic absenteeism and suspension can be reduced . Our school-wide averages continue to show significant progress in English and Math. Maintaining an on-going focus on writing, reading and speaking skills is a priority. 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. The greatest need is to support long time English Learners and students with special needs. The more professional development for teachers to address their needs will be arranged. The action plan will also developed to challenge high performing students.

Referring to the California School Dashboard, 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

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, Accelerated Grammar and Lucy Calkins Writing programs will serve as strategic tools to increase measurable student achievement to close the achievement gap between grade levels. The Lucy Calkins program was implemented in 2018-19 and is showing positive first-year results. English in a Flash by Renaissance is a second-year program designed for recent immigrants/EL that has markedly increased EL proficiency. Edmentum and Reading Eggs are in the the third 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. The grammar coach and reading/writing coach prepared SVCS staff to continue utilizing the methods.

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

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: **2018-19**

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)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

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

18-19

Confirm attendance at Professional Development (PD)

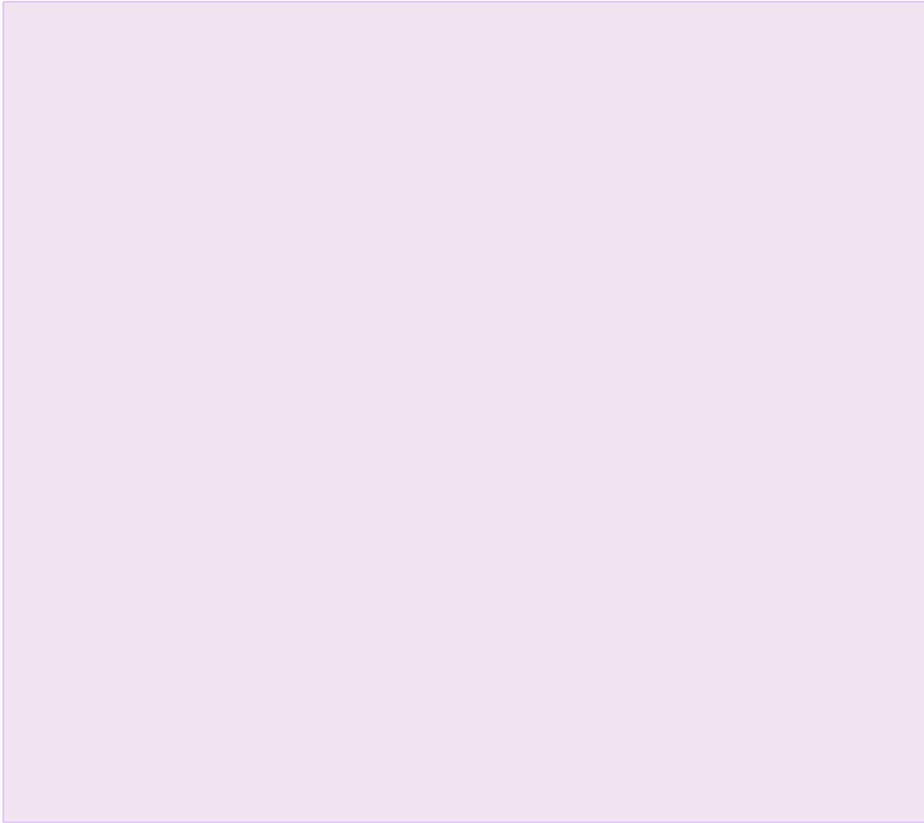
Baseline

2016-17 Achieved

Actual

PD is offered before the start of the school year, as assigned through CharterSAFE's online training program, on certain minimum days and/or as part of staff meetings. Sign in sheets, online course records and/or payroll records support individual attendance/completion of PD.

Expected



Metric/Indicator

All teachers have access to CCSS- aligned pacing guides

18-19

Provided access, confirm use

Baseline

2016-17 Achieved

Metric/Indicator

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

18-19

Provide training and access, confirm use and effectiveness through observation and results

Baseline

2016-17 Achieved

Actual



Yes, all teachers have access and use of the pacing guides is confirmed through lesson plans and observations by the Principal.

The use of on-line curriculum and assessment tools to aid in re-teaching and differentiated instruction observed and evidenced by lesson plans and test results.

Expected

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

18-19
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

18-19
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.

18-19
Maintain compliance

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

Actual

ELA increased from 62% to 67% and Math increased from 58% to 63%. Both improved by 5% so the target was met for 2018-19.

This metric is being revised for 2019-20 as individual plans are re established for all student's not meeting performance expectations. Students who are meeting or exceeding targets receive differentiated instruction to help they stay engaged and interested but formal plans are not maintained.

Maintained compliance in 2018-19

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.	All teachers are properly assigned and credentialed	Class 0000, 1400 1000-1999: Certificated Personnel Salaries Base \$854,000	Classes 0000 and 1400 1000-1999: Certificated Personnel Salaries LCFF 813,900

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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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

PD opportunities were provided and attended by staff. There were five BTSA participants in 2018-19.

Class 0000 Base \$33,875

Class 0000 1000-1999: Certificated Personnel Salaries LCFF 31,425

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase curriculum aligned with CCSS and NGSS through printed and/or digital instructional materials	CCSS Social Studies curriculum was purchased with an 8-year license including consumables. Edmentum and other digital instructional materials continued in 2018-19 for CCSS-aligned on-line curriculum in addition to text books.	Class 1100 4000-4999: Books And Supplies Lottery \$32,500	Class 1100 4000-4999: Books And Supplies Lottery 9,100
		Class 0000 4000-4999: Books And Supplies LCFF \$40,000	Class 0000 4000-4999: Books And Supplies LCFF 32,300
			Class 6300 4000-4999: Books And Supplies Lottery 8,640

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 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.	Intervention and assistance was provided in classrooms, small groups and individually as planned. In addition, the Reading Eggs and other EL programs was purchased and used in 2018-19.	1000s, 2000s, 3000s 2000-2999: Classified Personnel Salaries Supplemental \$97,000	Accounts 1000-4000's 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 129,700

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain, repair, replace and improve existing technology in the classrooms. Increase the number of Chromebooks and related technology as enrollment increases.	SVCS received 32 new chromebooks from a private donor and 12 new chromebooks were paid for by the PTO. A chromecart and 35 OS licenses were purchased.	1100 4000-4999: Books And Supplies Lottery \$12,500	Class 0000 0000: Unrestricted LCFF 2,150

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 of the actions/services has been successful. Students receive instruction from well-qualified teachers using current CCSS-aligned curriculum and proven instructional methods.

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

These actions/services are proving to be effective in meeting the articulated goal based on the data reviewed by the LEA (expected results compared to actual results, for example).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Action 3, the Social Science curriculum cost will be recognized over the 8-year license period so current year estimated actuals are lower than budgeted. For Action 4, estimated actuals exceed budget because SVCS had higher enrollment than when the LCAP budget figure was prepared and SVCS has more Supplemental and Concentration funding available to increase support to the unduplicated student population. For Goal 5, SVCS received 44 donated chromebooks so the estimated actuals are lower than budgeted because the school did not have to purchase these devices.

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.

Based on prior years' SBAC test results and a favorable enrollment trend, SVCS has prospectively modified the metric of establishing learning plans for every student to providing learning plans to all students not meeting grade-level expectations (test results, report cards, etc.). Students meeting and exceeding grade-level expectations receive differentiated instruction to keep them engaged but an individual learning plan is not considered necessary and would be time-consuming for staff and use funds that the school would prefer

to direct toward other academic benefits. Actions 7 and 8 have been added for 2019-20 in the Goals/Actions/Expenditures 2017-20 Goal 1 Section.

Annual Update

LCAP Year Reviewed: 2018-19

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

18-19

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

2018-19 Data is not available at the time of LCAP adoption. Physical Fitness is an area for increased effort in helping students gain strength, endurance and exposure to the exercises being tested. The cumulative percentages meeting the HFZ for 2017-18 showed 59.2% for 5th grade and 66.6% for 7th grade.

Metric/Indicator

Frequency of offerings and level of participation in VAPA

18-19

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

Baseline

VAPA is offered one day for one period per week. In addition, in 2018-19 there was a presentation on Women in History, class trips to movies, dance elective and extra-curricular.

Expected

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

Metric/Indicator

Existing Punjabi curriculum

18-19

\$2,000 new materials

Baseline

2016-17 existing materials

Actual

No additional curriculum purchases were made in 2018-19. Action deferred to 2019-20.

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**

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.

**Actual
Actions/Services**

SVCS continued contracting with SWEAT Team for fitness program assistance.

**Budgeted
Expenditures**

0000 5800:
Professional/Consulting Services
And Operating Expenditures
Base \$16,000

4000-4999: Books And Supplies
Base \$3,000

**Estimated Actual
Expenditures**

0000 5800:
Professional/Consulting Services
And Operating Expenditures
LCFF 19,230

Action 2

**Planned
Actions/Services**

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

**Actual
Actions/Services**

A contract with a dance instructor was added for a trimester for elective and after school dance options.

**Budgeted
Expenditures**

1100/0000 5000-5999: Services
And Other Operating
Expenditures Lottery \$3,300

**Estimated Actual
Expenditures**

0000 5800:
Professional/Consulting Services
And Operating Expenditures
LCFF 2,500

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 co-curricular instructional materials.	Students received Punjabi language instruction, no new curriculum was added in 2018-19.	1100 Lottery \$2,000	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.

The actions/services were implemented as expected with the exception of adding Punjabi language instructional materials.

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

The actions/services have been highly effective as the constituent groups (especially parents and students) are very happy to have physical fitness improvements through the SWEAT Team and dance program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences.

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 are no changes to this goal, expected outcomes, or metrics. SVCS intends to expand the dance program to the full year for 2019-20 and that is found in Goal 2, Action 2. SVCS plans to purchase Punjabi language curriculum in 2019-20 as described in Goal 2, Action 3.

Annual Update

LCAP Year Reviewed: **2018-19**

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

18-19

50% or more will achieve a 3.0 GPA or higher

Baseline

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

Metric met for 2018-19.

Metric/Indicator

College/University campus tour(s)

18-19

Maintain two campus tours

Baseline

First grade students visited a museum at UC Davis for their first exposure to a university campus.

Expected

Actual

2016-17 one tour of UC Davis

Metric/Indicator

At least 80% of students will demonstrate at least one year of growth on ELA and Math CCSS.

18-19

Continue to meet metric

Baseline

2016-17 Achieved

Metric achieved; at least 80% achieved one year of growth.

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 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

Training was held on all topics listed except NGSS was deferred to 2019-20 when the implementation of the new curriculum.

Already part of Goal 1, Action 1 includes \$12,500 on min. days; Action 2 PD

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

Support structures were continued and enhanced in 2018-19.

See Goal 1, Action 4

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 meetings/events), remind parents of the 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	Parent involvement opportunities were held throughout the year including a Family STEM Night, PTO meetings and the May 22 Multicultural Fair and Open House.	No separate cost	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
University and college visits to encourage students to perform well in elementary, middle and high schools and then pursue a degree.	Middle school students visited UC Davis for a campus tour in 2018-19.	1000s. 2000s., 3000s and 4000s 0000: Unrestricted Base \$1,000	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to hold ELAC meetings to gain input and feedback.	One ELAC meeting was held during 2018-19.	4000-4999: Books And Supplies Supplemental \$500	0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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.

The after school program continued in 2018-19.

2000s, 3000s, 4000s 2000-2999:
Classified Personnel Salaries
Locally Defined \$25,000

2000-4000's 2000-2999:
Classified Personnel Salaries
Locally Defined 18,750

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 actions/services were implemented with sufficiency to achieve the articulated goal.

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

The actions/services were effective in the overall achievement of the articulated goal - although there is always opportunity for improvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences were not in money but rather in time. With the charter renewal taking considerable time in 2018-19, there was one fewer university/college campus tour than planned and fewer opportunities for other constituent meetings.

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 are no proposed changes.

Annual Update

LCAP Year Reviewed: **2018-19**

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

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:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Facilities shall be maintained with adequate cleanliness and safety.

18-19

No disruption of educational program resulting from facilities matters.

Baseline

2017-2018 Achieved

Facilities continued to be properly maintained.

Metric/Indicator

Buses and vans shall be maintained to ensure reliability. As required, drivers shall have the appropriate training and licenses for safe operation of buses.

18-19

No disruption of educational program resulting from school-provided transportation.

Baseline

2017-18 Achieved

Vehicles were properly maintained; drivers received the required training and license(s) needed. In 2018-19, a new bus and a used van were purchased to enhance the reliability of school-provided transportation.

Expected

Metric/Indicator

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.

18-19

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.

Baseline

2017-18 Achieved

Metric/Indicator

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

18-19

All staff will receiving training on identified areas.

Baseline

2017-18 Partially implemented

Metric/Indicator

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

18-19

Parents/guardians and staff will receive communication about identified community resources.

Baseline

2017-18 Partially implemented

Metric/Indicator

SVCS will continue providing Recess Monitors for student safety at recess times and beyond.

18-19

Recess monitors will actively monitor students during recesses, classroom transitions and in the parking lots at drop off and pick up times.

Baseline

2017-18 Achieved

Actual

Students were provided nutritious meals and greater than 90% of students participate in the meal program on a daily basis.

Staff receive training on minimum days and at staff meetings and through the online assigned modules via CharterSAFE.

Parents are notified of resources in monthly newsletters and resource links are provided on the school's website.

Recess Monitors provided the listed services in 2018-19

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
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.	Facilities were maintained and a new custodial service was hired in 2018-19 with improved results.	Class 0000/6030 5000-5999: Services And Other Operating Expenditures LCFF \$279,200 Class 6230 Prop 39 Energy 5000-5999: Services And Other Operating Expenditures Other \$150,791	Class 0000/6030 5000-5999: Services And Other Operating Expenditures LCFF 276,452 Class 6230 Prop 39 Energy 5800: Professional/Consulting Services And Operating Expenditures Other 13,163

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Home-to-school transportation was available, for a nominal fee, to students who live outside of walking distances.	2000s, 3000s, 4000s, 5000s, 6000s 2000-2999: Classified Personnel Salaries LCFF \$321,200	2000-600's 2000-2999: Classified Personnel Salaries LCFF 358,507

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SVCS provides nutritious lunches, at no cost, to all students who sign up for lunches.	Meals were available to students every school day of 2018-19 at no cost.	2000s, 3000s, 4000s, 5000s 2000-2999: Classified Personnel Salaries LCFF \$79,800	2000-5000's 2000-2999: Classified Personnel Salaries LCFF 80,071

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will receive training about student social-emotional learning, internet safety, suicide prevention and anti-bullying	Staff training was provided through weekly communications, on PD days, minimum days, staff	No additional cost, See other Goals referring to PD/training	0

meetings and online modules via CharterSAFE.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Provided parents with notices about resources in monthly newsletter and through links on the SVCS website.	No additional cost identified	0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 and identify/report potentials issues/threats.	Recess Monitors performed the listed duties in 2018-19.	2000s, 3000s 2000-2999: Classified Personnel Salaries LCFF \$31,620	2000-3000's 2000-2999: Classified Personnel Salaries LCFF 30,594

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 actions/services were successfully implemented to achieve the articulated goal.

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

The actions/services were effective in the achievement of the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost for transportation increased as more students enrolled and requested transportation; the school added a new school bus, a used van and a new driver in 2018-19.

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.

The only change made to the goal was to add "site security" in the description as found in the section: Goal/Actions/Expenditures 2017-20 Goal 4 and Action 1 additions for interior fencing/gates and upgraded locks.

Stakeholder Engagement

LCAP Year: 2019-20

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 a Survey sent to parents that addressed the 8 state priorities. SVCS sent a survey home and 89 were returned (covering all students per family). SVCS 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 art and music, 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. Also, as recognized by schools throughout the country, many stakeholders have expressed a desire to increase site security.



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 students performing below expectations.	2016-17 started with students performing below expectations	Continued focus on students performing below expectations.	Continued focus on students performing below expectations.	Continued focus on students performing below expectations.
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	\$842,500	\$891,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Class 0000, 1400	1000-1999: Certificated Personnel Salaries Class 0000, 1400	1000-1999: Certificated Personnel Salaries Accounts: 1000's and 3000's; Classes: 0000 and 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	\$35,075
Source	Base	Base	LCFF Base
Budget Reference	Class 1001, 0000	Class 0000	5000-5999: Services And Other Operating Expenditures Class 0000, Supp/Concentration/LPSGB when applicable

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	31,500
Source	Lottery	Lottery	Lottery
Budget Reference	Class 6300/1100/1001	4000-4999: Books And Supplies Class 1100	4000-4999: Books And Supplies Class 6300/1100
Amount		\$40,000	\$40,000
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)

[Add Students to be Served selection here]

Location(s):

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

[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	\$110,000
Source	Supplemental	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
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. Replace devices no longer supported.

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

Action 6

Specific Student Groups: Eligible Low-Performing Students	All Schools Specific Grade Spans: Grades 4-8 (as tests first administered at 3rd grade)
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

		New Action
		Provide instructional services, materials and supports to eligible students under the Low-Performing Student Block Grant. Funds must be spent/encumbered by end of 2020-21.

Budgeted Expenditures

Amount			\$29,640
Source			Other
Budget Reference			2000-2999: Classified Personnel Salaries Class: 7510, Accounts: 1000-5000's as applicable

Action 7

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

New Action

Purchase and implement additional ELD curriculum/resources

Budgeted Expenditures

Amount 0

0

\$10,000

Source

LCFF Supplemental and Concentration

Budget Reference

4000-4999: Books And Supplies

Action 8

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

Purchase and implement a Reading/ELA Program

Budgeted Expenditures

Amount			\$20,000
Source			LCFF
Budget Reference			4000-4999: Books And Supplies

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 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	\$18,000
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	\$1,000
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

Modified 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. Extend and expand elective and extra-curricular dance instructor agreement for full school year (est. \$12,000).

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 class: 1100/0000 accounts: 4000's-5000's
Amount			\$10,000
Source			LCFF Base
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures 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)

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)

[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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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)

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College/University campus tour(s)	2016-17 one tour of UC Davis	Increase to two	Maintain two campus tours	Maintain two campus tours
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

2018-19 Actions/Services

Continue PD training aligned to CCSS Curriculum with a focus on STEM
* CCSS/NGSS

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

- * Writers' Workshop
- * Teacher-led and professional-led trainings
- * Vertical articulation
- * Teacher collaboration

- * Writers' Workshop
- * Teacher-led and professional-led trainings
- * 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:

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

OR

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

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

2017-18 Actions/Services

2018-19 Actions/Services

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.

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. The Parent-Student Handbook addresses frequent absences and extended short-term independent study

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. 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

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

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.

University and college visits to encourage students to perform well in elementary, middle and high schools and then pursue a degree.

University and college visits to encourage students to perform well in elementary, middle and high schools and then pursue a degree.

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-4000s	0000: Unrestricted 1000s-4000s	0000: Unrestricted 1000s-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)

[Add Students to be Served selection here]

Location(s):

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

[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

Scope of Services:

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

LEA-wide
Schoolwide

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

New Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

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	LCFF Supplemental and Concentration
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,

2018-19 Actions/Services

Continue to offer a parent-supported after school program for additional reading,

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. Note: Part of the Board-approved 2017-18 Board-approved LCAP updated from December 2017.

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.

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.

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, site security, 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.	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.
SVCS will add to and/or improve upon site safety features as deemed appropriate/ necessary	new for 2019-20	new for 2019-20	new for 2019-20	Restrict public access to school areas and improve locks/access.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
and as budgetary constraints allow.				

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 at least weekly. 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

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 including restricting interior access to authorized persons (i.e. interior fences with gates and lock improvements)

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$238,700	\$279,200	\$168,700
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 Class 0000
Amount	\$101,906	\$150,791	\$174,500
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 Class 6030 SB740

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	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

New Action	Modified Action	Unchanged Action
------------	-----------------	------------------

2017-18 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 .

2018-19 Actions/Services

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.

2019-20 Actions/Services

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	\$353,500
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 2000-6000s

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	\$80,900
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

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

	New Action	Unchanged Action
--	------------	------------------

2017-18 Actions/Services

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

2018-19 Actions/Services

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.

2019-20 Actions/Services

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)

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

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

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

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 and identify/report potentials issues/threats.

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 and identify/report potentials issues/threats.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,500	\$31,620	\$33,700
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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$410,246

Percentage to Increase or Improve Services

20.05%

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 and increase by 8 hours Instructional Aides academic support for unduplicated students (a 20.5% increase). Continue providing nutritious meals at no cost to all students. Add EL-specific curriculum (est. \$10,000 which is a 50% increase in EL-focused curriculum).

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$336,488

Percentage to Increase or Improve Services

17.53%

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.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$109,232

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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “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).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “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).
- (e) “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, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,983,286.00	1,826,482.00	1,560,506.00	1,971,786.00	2,051,815.00	5,584,107.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	907,875.00	0.00	39,500.00	53,875.00	20,000.00	113,375.00
LCFF	751,820.00	1,647,129.00	1,281,900.00	1,594,320.00	1,587,800.00	4,464,020.00
LCFF Base	0.00	0.00	0.00	0.00	45,075.00	45,075.00
LCFF Supplemental and Concentration	0.00	129,700.00	0.00	97,000.00	120,500.00	217,500.00
Locally Defined	25,000.00	18,750.00	25,000.00	25,000.00	25,000.00	75,000.00
Lottery	50,300.00	17,740.00	32,300.00	50,300.00	49,300.00	131,900.00
Other	150,791.00	13,163.00	101,906.00	150,791.00	204,140.00	456,837.00
Supplemental	97,500.00	0.00	79,900.00	500.00	0.00	80,400.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,983,286.00	1,826,482.00	1,560,506.00	1,971,786.00	2,051,815.00	5,584,107.00
	35,875.00	0.00	64,000.00	35,875.00	2,000.00	101,875.00
0000: Unrestricted	1,000.00	2,150.00	1,000.00	1,000.00	1,000.00	3,000.00
1000-1999: Certificated Personnel Salaries	854,000.00	845,325.00	714,000.00	842,500.00	891,000.00	2,447,500.00
2000-2999: Classified Personnel Salaries	554,620.00	617,622.00	433,600.00	554,620.00	632,740.00	1,620,960.00
3000-3999: Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	88,500.00	50,040.00	4,000.00	88,500.00	115,500.00	208,000.00
5000-5999: Services And Other Operating Expenditures	433,291.00	276,452.00	343,906.00	433,291.00	381,575.00	1,158,772.00
5800: Professional/Consulting Services And Operating Expenditures	16,000.00	34,893.00	0.00	16,000.00	28,000.00	44,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,983,286.00	1,826,482.00	1,560,506.00	1,971,786.00	2,051,815.00	5,584,107.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	33,875.00	0.00	37,000.00	33,875.00	0.00	70,875.00
	Lottery	2,000.00	0.00	27,000.00	2,000.00	2,000.00	31,000.00
	Other	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	1,000.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
0000: Unrestricted	LCFF	0.00	2,150.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	854,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	845,325.00	714,000.00	842,500.00	891,000.00	2,447,500.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	432,620.00	469,172.00	329,200.00	432,620.00	468,100.00	1,229,920.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	129,700.00	0.00	97,000.00	110,000.00	207,000.00
2000-2999: Classified Personnel Salaries	Locally Defined	25,000.00	18,750.00	25,000.00	25,000.00	25,000.00	75,000.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	0.00	0.00	29,640.00	29,640.00
2000-2999: Classified Personnel Salaries	Supplemental	97,000.00	0.00	79,400.00	0.00	0.00	79,400.00
3000-3999: Employee Benefits	Base	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	3,000.00	0.00	1,500.00	3,000.00	1,000.00	5,500.00
4000-4999: Books And Supplies	LCFF	40,000.00	32,300.00	0.00	40,000.00	60,000.00	100,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	10,500.00	10,500.00
4000-4999: Books And Supplies	Lottery	45,000.00	17,740.00	2,000.00	45,000.00	44,000.00	91,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	Supplemental	500.00	0.00	500.00	500.00	0.00	1,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	279,200.00	276,452.00	238,700.00	279,200.00	168,700.00	686,600.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	0.00	0.00	0.00	35,075.00	35,075.00
5000-5999: Services And Other Operating Expenditures	Lottery	3,300.00	0.00	3,300.00	3,300.00	3,300.00	9,900.00
5000-5999: Services And Other Operating Expenditures	Other	150,791.00	0.00	101,906.00	150,791.00	174,500.00	427,197.00
5800: Professional/Consulting Services And Operating Expenditures	Base	16,000.00	0.00	0.00	16,000.00	18,000.00	34,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	21,730.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	0.00	0.00	0.00	10,000.00	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	13,163.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,069,875.00	1,027,215.00	857,400.00	1,058,375.00	1,179,715.00	3,095,490.00
Goal 2	24,300.00	21,730.00	6,800.00	24,300.00	34,300.00	65,400.00
Goal 3	26,500.00	18,750.00	26,500.00	26,500.00	26,500.00	79,500.00
Goal 4	862,611.00	758,787.00	669,806.00	862,611.00	811,300.00	2,343,717.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					