

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

| | | | |
|------------------------|----------------------------------|-----------------|--|
| LEA Name | Sacramento Valley Charter School | | |
| Contact Name and Title | Dr. Amrik Singh, Principal | Email and Phone | asingh@sacvalleycharter.org 916 596-6422 |

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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

Many students entered as EL and are reclassified to English proficient within two years. SVCS provides a safe learning environment, small class size, credentialed teachers and many opportunities to build English language proficiency.

SVCS supports measurable student outcomes toward the overall academic performance in core curriculum. SVCS sets specific measurable goals and actions to reflect goals pursuant to the Education Code and priorities of the State of California for charter schools that include: conditions of learning, student outcomes and parent engagement.

LCAP HIGHLIGHTS

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

The highlighted SVCS goals include:

1. Student Achievement
2. Implementation of State Standards
3. Student Outcomes
4. Ethnic, socioeconomically disadvantaged, English Learners, foster youth, pupils with disabilities, and homeless youth.
5. Family and Community Engagement

In narrative form:

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

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

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

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

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

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

| 2015 | ELA | | | | | |
|----------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | 3 rd | 4 th | 5 th | 6 th | 7 th | 8 th |
| Exceeded | 9% | 16% | 0 | 15% | 6% | 0 |
| Met | 18% | 12% | 6% | 40% | 25% | 46% |
| 2015 | Math | | | | | |
| Exceeded | 9% | 12% | 0 | 30% | 13% | 13% |
| Met | 40% | 20% | 6% | 30% | 19% | 25% |

While our school-wide average did not show overwhelming progress. Sixth grade in ELA and math showed great progress. Improvement was evident in 3rd grade math and 8th grade ELA. The greatest needs are to improve reading, writing and speaking skills. As more students become proficient in reading comprehension and as teachers become more skillful in the use of assessment data, student’s skills will improve. There is a great need to continue intervention support whenever it is identified.

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

PERFORMANCE GAPS

Our LEA (SVCS) will continue to focus efforts on improving student’s speaking and reading skills for long lasting and deep implementation of transferrable 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* and *Accelerated Grammar* programs will serve as strategic tools to increase measurable student achievement to close the achievement gap between grade levels. *Edmentum* and *Reading Eggs* are in the first year of implementation.

A full-time EL support staff was hired to work in small groups in/out of the classroom to improve speaking and reading skills. A grammar coach has provided two years of teacher training. For 2017-18, SVCS will implement writer’s workshop in-services to provide further professional development for teachers.

There was also major emphasis on implementing assessment tools, as well as developing more family and community involvement to address our academic performance gap.

INCREASED OR IMPROVED SERVICES

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

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

BUDGET SUMMARY

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

| DESCRIPTION | AMOUNT |
|---|---------------|
| Total General Fund Budget Expenditures for LCAP Year | \$ 1,825,788 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | \$ 865,200 |

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

Unless specifically identifiable with an LCAP Goal, the salaries and benefits for administration and classified staff are not included in the LCAP. Costs such as the building lease, food service, student transportation, custodial services, accounting, legal, special education excess costs, etc. that do not have a specific relationship to an LCAP goal are not included in the LCAP

\$1,544,727

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

All students at SVCS will meet or exceed State Academic standards that will prepare them to compete in the global society.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 100% of teachers, administrators and support staff will participate in Professional Development
2. 100% of teachers will have access to the pacing guides aligned with CCSS assessment
3. All teachers in grades 3-8 will utilize the Smarter Balanced Digital Library
4. Develop STEM/Project Lead the Way (PLTW) programs across grade levels
5. Meet or exceed target set by CDE on SBA for students scoring nearly met, met or exceed on ELA and Math assessments
6. Establish individual learning plans for each student

ACTUAL

1. All teachers, administrators and support staff had access to Professional Development
2. Teachers used online pacing guides such as Edmentum and Planbook.com to align their instruction with the common core content standards.
3. Teachers were registered for using digital library and trained to use resources in their instructional plan.
4. Progress on STEM/PLTW slowed down due to the resignation of the middle school science teacher who was trained to use PLTW program.
5. Students made significant improvement on their tests, though more work is needed for meeting expectations
- 6 SVCS will develop a format of individual learning plan to use for every student. We focused this year on pupils performing below expectations. Parents were contacted by the administration to collaborate with them.

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 | |
| Actions/Services | PLANNED Development and implementation of curriculum aligned to CCSS, as well as development of STEM and PLTW, pathways to assist students in mastering standards. | ACTUAL Professional Development was provided in for CCSS and STEM/PLTW and ELA |
| Expenditures | BUDGETED \$5,000 LCFF Base/ \$20,000 LCFF Supplemental | ESTIMATED ACTUAL \$10,450 OTO for ELA; \$2,223 LCFF Base & Supplemental for CCSS, STEM/PLTW |

| | | |
|------------------|---|--|
| Action | 2 | |
| Actions/Services | PLANNED Purchase core instructional materials that are aligned to CCSS. | ACTUAL SVCS purchased text books, online curriculum, Edmentum, Education.Com, planbook.com to align instruction with CCSS. |
| Expenditures | BUDGETED \$15,000 LCFF Base; \$5,000 OTO | ESTIMATED ACTUAL \$30,753 (\$9,180 Prop 20 Lottery; \$1,339 LCFF Base; \$8,072 OTO; \$12,162 Lottery) |

| | | |
|------------------|--|---|
| Action | 3 | |
| Actions/Services | PLANNED Provide curriculum and pacing guides that align with new CCSS. | ACTUAL See Action #2 |
| Expenditures | BUDGETED \$15,000 LCFF Base/\$5,000 OTO | ESTIMATED ACTUAL See Action #2 plus \$216 LCFF Base |

Action **4**

| | | |
|------------------|---|---|
| Actions/Services | PLANNED Digital and print curriculum aligned to CCSS. | ACTUAL Purchased Edmentum on-line curriculum and assessment tools |
| Expenditures | BUDGETED \$5,000 LCFF Base | ESTIMATED ACTUAL Included in Action #2 (\$8,072 OTO; \$6,136 Lottery) |

Action **5**

| | | |
|------------------|--|---|
| Actions/Services | PLANNED English Language Development (ELD) standards Alignment to CCSS | ACTUAL SVCS engaged a consultant for accelerated grammar and coached teachers to implement grammatical strategies in their classrooms. We had six ELD support staff to provide individual and group intervention with direction from credentialed teachers. |
| Expenditures | BUDGETED Part of budget for Action #4 | ESTIMATED ACTUAL Included in Action #2 (\$10,450 OTO) |

Action **6**

| | | |
|------------------|---|--|
| Actions/Services | PLANNED Adopt Middle School Language Arts and Science textbooks to support CCSS/Next Generation Science (NGS) | ACTUAL See action #2. |
| Expenditures | BUDGETED Part of Action #2 | ESTIMATED ACTUAL Included in Action #2 |

Action **7**

| | | |
|------------------|---|---|
| Actions/Services | PLANNED Continue teacher proficiency in the use and integration of technology into the classroom. | ACTUAL All teachers have access to individual laptop, and smart classrooms. |
| Expenditures | BUDGETED \$3,500 Lottery | ESTIMATED ACTUAL \$13,511 (\$4,565 LCFF Base; \$4,023 OTO; \$1,444 & \$3,479 carry-over from 2015-16 local donations) |

Action **8**

| | | |
|------------------|---|--|
| Actions/Services | PLANNED Monitor student progress by analyzing and providing current student performance data to drive instruction using Smarter Balanced tools. | ACTUAL Smarter Balanced Interim Assessments were implemented schoolwide to get data of student achievement and for using it in planning individual instructional plan. |
| Expenditures | BUDGETED Part of Actions #3 and #4 | ESTIMATED ACTUAL Included in Action #2 (\$8,072 OTO; \$6,136 Lottery) |

Action **9**

| | | |
|------------------|---|--|
| Actions/Services | PLANNED Intervention: Provide support to teachers to implement Response to Intervention and other intervention supports to students as needed to meet grade-level expectations. | ACTUAL Data from Edmentum was used to address individual needs of students and parents were involved to engage students in intervention strategies by the administration. It helped teachers to implement curriculum with insights from interim assessment data. |
| Expenditures | BUDGETED \$44,500 sal/stat ben ELA teacher and aides 50%LCFF Base/50%LCFF Supp | ESTIMATED ACTUAL \$50,750 LCFF Supp (6 EL support instructional aides) plus \$46,330 sal/ben teacher (\$23,165 LCFF Base/\$23,165 LCFF Supp). |

Action

10

Actions/Services

PLANNED
Explore programs to improve student study skills and provide After-School homework support.

ACTUAL
Study Skill period was planned on Fridays to focus on reading and After School Program was also implemented to increase reading proficiency. Library visits are arranged biweekly to encourage reading habits. Scholars are asked to read 30 minutes every day at home.

Expenditures

BUDGETED
No estimated cost assigned

ESTIMATED ACTUAL
\$6,000 Fee for service/parent pay

ANALYSIS – GOAL 1

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. | To achieve the goal, professional development and access to curriculum were provided and CCSS aligned online program were purchased, educational field trips were arranged, credentialed teachers and support staff were hired. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | The implementation of above program improved students’ achievement in reading, writing, speaking and listening skills. It also improved students’ conceptual understanding of the curriculum. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | We estimated \$5,000 for technology software and leveled reading material but spent \$14,208 on Edmentum. We budgeted \$3,500 for new or replacement technology in classrooms, but spent \$13,511. We planned for \$44,550 for ELA teacher/aides but actually spent \$50,750 on ELA staffing and plus \$46,327 on 2 nd grade teacher instead of combining two classes of 14 into class of 28. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | No changes now. |

Goal 2

Goal 2: Develop World Language and physical education programs aligned with common core content standards in ELA and Math. Integrate visual and performing arts (VAPA) with classroom-based and school-wide opportunities.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 100% of students will be provided 200 minutes of physical education every 10 school days for pupils in K-8
2. All students will participate in a broad course of study as required in Education Code section 51210: The adopted course of study for grades 1 to 8, inclusive, shall include instruction, beginning in grade K and continuing through grade 8, in the following areas of study: English, mathematics, social sciences, science, visual and performing arts, health, World Language (Punjabi) and physical education.
3. Students in Grades 5 and 7 will show a 5% improvement in “Students in Needs Improvement” in student fitness
4. 5% increase in satisfaction rate of physical fitness equipment and performing arts program as measured by SVCS survey.
5. 2% increase in partnerships with local colleges and businesses.
6. Maintain the parent rating “Strongly Agree” that the program provides physical education and improved performing arts
7. All students will learn World Language Punjabi and show phonemic awareness comparing with English sound systems and will also learn grammatical patterns of both English and Punjabi languages.

ACTUAL

1. All students had access to more than 200 minutes of physical education every 10 school days K-8.
2. All students participated in courses: English, mathematics, social sciences, science, visual and performing arts, World Language (Punjabi) and physical education.
3. Students in Grades 5 and 7 showed improvement in fitness while participating in a fitness program.
4. Students had increased access to equipment and performing arts program. The 2nd grade presented their performing arts skills in presence of their parents and other grades showed more participation.
5. Field trip to UC Davis, outdoor educational sites, historical landmarks were arranged to address these expectations
6. Parent surveys are still being tallied but results so far recognize the changes made and remain supportive.
7. All students participated in World Language Punjabi course. They learned comparison between English and Punjabi phonemes and also learned grammatical patterns of the two languages.

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

Actions/Services

PLANNED
 Develop and implement PD training in physical education and performing arts (music, song and exposure to more cultures).

- Implement lesson plans to ensure 200 minutes of P.E. every 10 days.
- Update equipment to improve physical fitness performance
- Potential to hire .50 FTE teacher or paraprofessional in P.E.
- Partner with community artist/college

ACTUAL
 *Students were provided with the requisite PE minutes which included P.E. in the park and on the school parking lot.
 *New PE equipment was purchased, installed, utilized.
 *With low beginning enrollment, the decision was made to delay/ remove the .50 FTE P.E. position until enrollment is sufficient to support the cost of the position.
 *Outreach to community arts groups/colleges for support will be reconsidered for a future year.

Expenditures

BUDGETED
 \$12,100 teacher/para prof. LCFF Base;
 \$1,500 PE equipment LCFF Base;

ESTIMATED ACTUAL
 \$6,783 PE equipment; the labor and fuel costs of transportation to the park was not captured/separately identified.

Action

2

Actions/Services

PLANNED
 The design and implementation of curriculum is a critical component of the alignment of content and instruction to the Common Core State Standards, as well as development of multiple channels, pathways and models assisting students in completing the standards-aligned content.

- Continue music/fine arts integration

ACTUAL

Expenditures

BUDGETED
 \$800 art/music supplies LCFF Base/Lottery;
 \$2,500 performances/shows at school or fieldtrips LCFF Base/Lottery

ESTIMATED ACTUAL
 \$300 Lottery;
 \$1,137 LCFF Base

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.

PE was scheduled and completed to ensure compliance. PE equipment was purchased and utilized throughout the school year. SVCS hosted a multi-culture event to give students more exposure to a variety of cultures.

Some classes performed short plays or give other presentations during assemblies. A VAPA dance class was an available elective offering on Fridays.

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

The additional structure to the program and PE equipment appears to be effective as SVCS students had overall improved performance on the CA fitness testing.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

About one half of the budgeted amounts were spent as other priorities required the greater use of funds and focus.

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.

In the event SVCS has greater than expected enrollment, a part-time position for PE may be able to be reintroduced.

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. All courses will focus on rigorous classroom assignments.
2. 60% (7) of the teachers will support and participate in staff development training to meet STEM implementation to help students to be successful in school.
3. One college or university campus tour for 7th and 8th graders to support the culture of college for all.
4. 60% or more of all students will meet standards or above in their STEM assignments.
5. Meet or exceed target set by CDE on SBA for students scoring nearly met, met or exceed on ELA and Math.

ACTUAL

1. All students received equal access to curriculum. Teachers engaged students, differentiated instruction, and supported students individually, as needed. Classroom rigor is evidenced by the number of students achieving the Honor Roll.
2. The science teacher attended a special training about STEM program and then shared program highlights with other teachers. A STEM team came to the school to provide access to STEM projects.
3. All teachers mentor students to help them get ready for college. A field trip to UC Davis was conducted and banners from several universities are displayed in the multipurpose room.
4. This goal was not measured, although students were challenged with STEM assignments throughout the year.
5. The goal was met as 80% students have shown a significant growth in English and Math as indicated by various assessments including Interim Smarter Balanced, Formative and Summative assessments. The goal was met as more than 60% have met or exceeded standards on Smarter Balanced tests.

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**

Actions/Services

| | |
|--|---|
| <p>PLANNED</p> <p>Develop and implement PD training to aligned curriculum with the focus on STEM</p> <ul style="list-style-type: none"> • Implement regular assessments (minimum 3x per year) aligned to CCSS • Follow graduating middle school students for one year to track the number of students in UC/CSU A-G requirements • Develop partnerships with local universities and colleges to support STEM implementation • Purchase instructional material to support student projects and local competitions. | <p>ACTUAL</p> <p>*The science teacher attended a STEM/PLTW conference and shared highlights with the other teachers. A STEM group came and reviewed STEM project choices with the teachers.</p> <p>*Edmentum is CCSS aligned and allows for routine, on-going assessments.</p> <p>*Students were given the opportunity to compete in a spelling bee.</p> |
|--|---|

Expenditures

| | |
|---|--|
| <p>BUDGETED</p> <p>\$750 LCFF Base</p> | <p>ESTIMATED ACTUAL</p> <p>See Goal #1 Action #1 (\$715 for STEM PD included there)</p> |
|---|--|

Action **2**

Actions/Services

| | |
|--|---|
| <p>PLANNED</p> <p>Student support structures during the school day (tutoring, differentiated instruction, re-teaching) to improve student performance.</p> <ul style="list-style-type: none"> • Curriculum maps designed to support struggling students • Professional development, specifically to | <p>ACTUAL</p> <p>Student support structures included tutoring, differentiated instruction and re-teaching. With the addition of Edmentum, on-going assessment provides timely feedback to promote re-teaching and the need for students to receive differentiated instruction.</p> |
|--|---|

| | | |
|------------------|---|--|
| | analyze results of and create action plan for assessments to support struggling students. | |
| Expenditures | BUDGETED See PD and ELA actions in Goal #1 | ESTIMATED ACTUAL See PD and ELA actions in Goal #1 |
| Action | 3 | |
| Actions/Services | PLANNED Ensure vertical articulation between K-8 teachers. | ACTUAL Minimum days were held monthly to provide time for interdisciplinary approaches to instruction and for vertical articulation. |
| Expenditures | BUDGETED No additional cost | ESTIMATED ACTUAL No additional cost |

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. | To achieve the articulated goal, all subjects have aligned with the common core content standards. The World Language Punjabi supports learning of Math concepts and English grammar and vocabulary. Similarly, Social Science and science subjects also implement ELA standards while referring to writing conventions, syntax and vocabulary. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | The plan proved very effective as a larger number of students saw improvement in their test scores. This interdisciplinary approach towards teaching content standards broadens students' conceptual understanding and promotes their higher order thinking skills. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | The budgeted amounts were not materially different since they were predominately incorporated into Goal #1. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | No changes. |

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.

New
 Modified
 Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Adoption of CCSS texts and staff trained to deliver CCSS instruction.

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) | Confirmed attendance at Professional Development (PD) | Confirmed attendance at Professional Development (PD) |
| All teachers have access to CCSS-aligned pacing guides | 2016-17 Achieved | Provide access, confirm use | Provide access, confirm use | Provide access, confirm use |
| Teachers will use on-line curriculum and assessment tools to aid re-teaching and | 2016-17 Achieved | Provide 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 |

| | | | | |
|---|---|---|---|---|
| differentiated instruction | | | | |
| Meet or exceed CDE target for SBA scores in ELA and Math (schoolwide and subgroups) | 2016-17 scores become the SVCS baseline | 3% improvement in scores each year until 65% or more are meet or exceed | 3% improvement in scores each year until 65% or more are meet or exceed | 3% improvement in scores each year until 65% or more are meet or exceed |
| Establish individual learning plans for each student | 2016-17 started with students performing below expectations | All students using a consistent format | All students using a consistent format | All students using a consistent format |
| Teachers will be properly assigned and credentialed. Interns/ PIP will be used only when a fully-credentialed teacher is not available. | 2016-17 all teachers were credentialed and properly assigned. | Maintain compliance | Maintain compliance | Maintain compliance |

PLANNED ACTIONS / SERVICES

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

Action **1** Hire and properly assign credentialed teachers.

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|------------------------------------|------------------------------------|------------------------------------|
| Amount: \$714,000 | Amount: \$730,000 | Amount: \$740,500 |
| Source: LCFF Base, EPA | Source: LCFF Base, EPA | Source: LCFF Base, EPA |
| Budget Reference: Class 0000, 1400 | Budget Reference: Class 0000, 1400 | Budget Reference: Class 0000, 1400 |

Action **2** Continue professional development in delivering CCSS-aligned curriculum, differentiated instruction, using technology in the classroom, and STEM/PLTW/GATE programs to assist students in meeting and exceeding standards. New teachers with

preliminary credentials will be scheduled for two years of BTSA as funding allows.

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|------------------------------------|------------------------------|------------------------------|
| Amount: \$37,000 | Amount: \$32,000 | Amount: \$32,000 |
| Source: One-Time Money, LCFF Base | Source: LCFF Base | Source: LCFF Base |
| Budget Reference: Class 1001, 0000 | Budget Reference: Class 0000 | Budget Reference: Class 0000 |

Action **3** Purchase curriculum aligned with CCSS and Next Generation Science (NGS) through printed and/or digital instructional materials.

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| Amount: \$25,000 | Amount: \$25,000 | Amount: \$25,000 |
| Source: Prop 20 Lottery/Lottery/One-time | Source: Prop 20 Lottery/Lottery/LCFF Base | Source: Prop 20 Lottery/Lottery/LCFF Base |
| Budget Reference: Class 6300/1100/1001 | Budget Reference: Class 6300/1100/0000 | Budget Reference: Class 6300/1100/0000 |

Action 4 Provide intervention and assistance in classrooms, small groups, and individually to unduplicated populations to meet grade-level expectations. A .50 FTE teacher and part-time instructional aides will serve these students.

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| | | |

[BUDGETED EXPENDITURES](#)

| 2017-18 | 2018-19 | 2019-20 |
|---------------------------|---------------------------|---------------------------|
| Amount: \$79,400 | Amount: \$80,500 | Amount: \$81,000 |
| Source: LCFF Supplemental | Source: LCFF Supplemental | Source: LCFF Supplemental |
| Budget Reference: 0000 | Budget Reference: 0000 | Budget Reference: 0000 |

Action **5** Maintain, repair, or replace existing technology in the classrooms.

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

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

| 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|
| | | |

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|------------------------|------------------------|------------------------|
| Amount: \$2,000 | Amount: \$3,000 | Amount: \$4,000 |
| Source: Lottery | Source: Lottery | Source: Lottery |
| Budget Reference: 1100 | Budget Reference: 1100 | Budget Reference: 1100 |

New Modified Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Stakeholder survey results and informal comments continue to identify the PE and VAPA as areas for continued improvement. The existing curriculum for World Language Punjabi can be augmented with supplemental materials to engage students with cross-curricular materials.

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

| | | | | |
|---|---|--|--|--|
| 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 2017-18 | Add at least one more opportunity for student participation over 2018-19 |
| Existing Punjabi curriculum | 2016-17 existing materials | \$2,000 new materials | \$2,000 new materials | \$2,000 new materials |

Action 1 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.

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|-------------------|-------------------|-------------------|
| Amount: \$1,500 | Amount: \$1,500 | Amount: \$1,500 |
| Source: LCFF Base | Source: LCFF Base | Source: LCFF Base |

Budget Reference 0000

Budget Reference 0000

Budget Reference 0000

Action 2 Continue the music/fine arts integration into the classrooms and school-wide. Continue performances at the school or as fieldtrips.

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|----------------------------|----------------------------|----------------------------|
| Amount \$3,300 | Amount \$3,300 | Amount \$3,300 |
| Source Lottery/LCFF Base | Source Lottery/LCFF Base | Source Lottery/LCFF Base |
| Budget Reference 1100/0000 | Budget Reference 1100/0000 | Budget Reference 1100/0000 |

Action **3** Enhance students' experience learning World Language Punjabi with the addition of new and/or co-curricular instructional materials.

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| | | |

BUDGETED EXPENDITURES

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

New Modified Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

The following needs were identified based on stakeholder input (community, parents, staff and students) through interviews and surveys:

- All students will be prepared for the next grade level
- Ensure smooth transitions from elementary school to middle school to high school
- Instructional staff want PD and collaboration time to maintain high standards
- Parents indicated the need to attract culturally diverse students by offering rigorous programs to prepare students for high school and college (STEM, Punjabi)
- Parents indicated by survey the desire for the school to focus on science, technology, engineering and math to increase program rigor.
- Project-based learning and differentiated instruction will increase student interest in school and improve all academic skills.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|--|--|--|
| All courses will provide rigor in curriculum and assignments | 2016-17: 45% of students achieved 3.0 GPA or better | 50% or more will achieve a 3.0 GPA or higher | 50% or more will achieve a 3.0 GPA or higher | 50% or more will achieve a 3.0 GPA or higher |
| College/University campus tour(s) | 2016-17 one tour of UC Davis | Increase to two | Maintain two campus tours | Maintain two campus tours |
| At least 80% of students will demonstrate at least one year of growth | 2016-17 Achieved | Continue to meet metric | Continue to meet metric | Continue to meet metric |

on ELA and Math
CCSS.

Continue PD training aligned to CCSS curriculum with focus on STEM/PLTW/GATE

Action 1

- CCSS/NGSS
- Writers' Workshop
- Teacher-led trainings
- Vertical articulation
- Teacher collaboration

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| | | |

BUDGETED EXPENDITURES

| | 2017-18 | 2018-19 | 2019-20 |
|--------|--|--|--|
| Amount | Already part of Goal 1, Action 1 includes \$11,000 on min. days; Action 2 PD | Already part of Goal 1, Action 1 includes \$11,000 on min. days; Action 2 PD | Already part of Goal 1, Action 1 includes \$11,000 on min. days; Action 2 PD |
| Source | N/A | N/A | N/A |

| | | | | | |
|------------------|-----|------------------|-----|------------------|-----|
| Budget Reference | N/A | Budget Reference | N/A | Budget Reference | N/A |
|------------------|-----|------------------|-----|------------------|-----|

Action 2 Continue student support structures during the school day (tutoring, differentiated instruction, re-teaching) to improve student performance.

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

| | | | |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

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

| | | | |
|------------------------------|--|--|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input checked="" type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|------------------------------|------------------------------|------------------------------|
| Amount: See Goal 1, Action 4 | Amount: See Goal 1, Action 4 | Amount: See Goal 1, Action 4 |
| Source: N/A | Source: N/A | Source: N/A |
| Budget Reference: N/A | Budget Reference: N/A | Budget Reference: N/A |

Action 3 At parent involvement meetings (back-to-school night, multicultural fair, open house, awards ceremonies, and PTO meeting), 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 independent study.

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| | | |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|------------------|------------------|------------------|------------------|------------------|
| Amount | No separate cost | Amount | No separate cost | Amount | No separate cost |
| Source | N/A | Source | N/A | Source | N/A |
| Budget Reference | N/A | Budget Reference | N/A | Budget Reference | N/A |

Action 4 University and College campus visits to encourage students to perform well in elementary and high school and then pursue a degree.

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

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount \$1,000

Amount \$1,000

Amount \$1,000

Source LCFF Base

Source LCFF Base

Source LCFF Base

Budget Reference 0000

Budget Reference 0000

Budget Reference 0000

Stakeholder Engagement

LCAP Year 2017-18 2018-19 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 Survey sent to parents that addressed the 8 state priorities. SVCS sent a survey home and 90 were returned. SVCS has met with the Parent Teacher Organization (PTO), teachers and the Board of Directors. Administration has shared the alignment of Common Core State Standards (CCSS) with curriculum and assessment with stakeholders. SVCS provides continued Professional Development through Yolo and Sacramento County Offices of Education as well as through outside consultants and classes to train teachers in CCSS. SVCS posted and distributed information on CCSS educational reform, LCAP, and LCFF to the community with links and letters in English and Punjabi, when available:

<http://www.sacvalleycharter.org>

<http://www.capta.org/sections/programs/lcflcap.cfm> <http://www.smarterbalanced.org/parentsstudents/> <http://www.cde.ca.gov/ta/tg/sa/> <http://www.cde.ca.gov/re/cc/tl/whatareccss> Reviewed state priorities listed in Education Code sections 52060, 52066 and section 52060(d). SVCS Board Directors were given an overview of LCAP/LCFF during the May Board meeting and links provided by email for further study. Principal and Vice-Principal attended all workshops with teachers and training on Common Core Assessment implementation. http://www.scoe.net/castandards/multimedia/common_core_leadership_planning_guide.pdf. 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 the data for students' improvement. Parents want more arts, music and physical education, but not at the cost of reducing the focus on core curriculum. As recognized by LEAs throughout the State, English learners continue to need help acquiring advanced English language skills to provide the greatest chances of success at the college level.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$109,232

Percentage to Increase or Improve Services:

7.61 %

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

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

In addition to maintaining small class sizes and instructional aides in grades with high levels of unduplicated pupil, SVCS has offered a .50 FTE position to a credentialed teacher to work with EL students and teacher delivery of EL instruction. This additional .50 FTE equals a 15.1% increase in improved services (.5 FTE added in 2016-17/3.3 FTE in 2015-16).

Local Control and Accountability Plan and Annual Update Template Instructions

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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

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

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

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

[Budget Summary](#)

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark 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, mark 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

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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 mark "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 selecting "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:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" 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.
- Check "Unchanged" 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 check "Unchanged" 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?