Introduction:

LEA: Valley Life Charter Email: www.vlcs.org Phone: (559) 625-8527 LCAP Year: 2016-19

Local Control and Accountability Plan and Annual Update Template

Valley Life Charter School is committed to developing community leaders through quality academics, a ubiquitous approach to teaching leadership with the 7 Habits of Highly Effective People, along with a focus on visual and performing arts.

The Mission of Valley Life Charter Schools is to provide authentic opportunities for students to apply the skill sets for making good decisions. This would be accomplished by giving them leadership opportunities in the classroom, in the school, and in the community.

The Vision

Valley Life Charter School was created with a vision to "develop community leaders, one student at a time" by building and developing character in youth; which supports the core values of trustworthiness, respect, responsibility, fairness, caring and citizenship. These core values will be interwoven throughout the curriculum at Valley Life Charter School. We believe that every student has strengths and we will identify and build on the strengths of our students to better reach their potential. VLCS takes seriously its commitment to educate the whole person and will include social skills and character development with its program of academics, leadership and visual and performing arts training. We further believe that students learn best when they are placed in a loving and nurturing environment. Students excel when they are able to actively participate in their education through situations that allow for "hands on" activities.

Valley Life Charter Schools will have a tradition of caring. The nurturing environment will give the students the tools to live life with compassion, insight and understanding of others. The staff will have an ubiquitous approach to integrating Steven Covey's 7 Habits of Highly Effective People throughout the school environment.

The following is a breakdown of the 7 habits, and how it applies to students:

1. Be Proactive: Students learn to be responsible, take initiative, choose their own actions, attitudes and moods. They do not blame others for wrong actions. They do the right thing without being asked, even when no one is looking.

2. Begin with the End in Mind: Plan ahead and set goals. Do the things that have meaning and make a difference. All students are an important part of the classroom and contribute to their school's mission and vision. Students will look for ways to be a good citizen.

3. Put First Things First: Students spend time on things that are most important. They learn to say no to thinks they should not do. Students learn to set priorities, make a schedule and follow their plans. They learn discipline and organization.

4. Think Win-Win: Students balance courage for getting what they want with consideration for what others want. Students learn to make deposits in other's emotional bank accounts. When conflicts arise, they look for third alternatives.

5. Seek First to Understand, Then to Be Understood: Listen to other people's ideas and feelings. Try to see things from their viewpoints. Listen to others without interrupting. Students learn to be confident in voicing ideas. Look people in the eyes when talking.

6. Synergize: Value other people's strengths and learn from them. Get along well with others, even people who are different. Work well in groups. Seek out other people's ideas to solve problems because by teams can create better solutions than anyone alone. Be humble.

7. Sharpen the Saw: Student's learn to take care of their body by eating right, exercising and getting sleep, spending time with family and friends. Students will learn in a lot of ways and a lot of places, not just at school. Taking time to find meaningful ways to help others.

The spirit of the classroom will be one that reflects our combined efforts to build leadership, instill character, wisdom, and inspire our students to succeed in academics and beyond. Students coming out of this school will be equipped with an understanding and awareness of their strengths, unique abilities and "primary greatness", along with the skills they will need not only to survive, but also to thrive in the twenty-first century

Valley Life Charter Schools will work closely with parents and primary caregivers to build a strong support system for our students. Teachers, parents (caregivers), and students will each contribute to the success of the student by working as a team. VLCS's believe very strongly that parents are the primary instructors of their children. The teachers will play a vital but secondary role. The spirit of the classroom will be a reflection of the parents and teachers combined efforts to give the students leadership skills that are essential for students to be successful in the future. VLCS's will also instill character, impart wisdom and inspire children to academic success. Parents will be required to be educational partners, collaborating with teachers on the development of life and study skills. Parents and teachers will support the student by providing a positive and productive learning environment. The passion and commitment of VLCS's to working together with the parents will be the cornerstone of excellence in the education and futures of our students. Parents that do not have the skills necessary to assist their children will be given many opportunities to be involved in parenting seminars that will allow them to grow as parents. Parenting seminars will be offered on a routine basis, such as "Helping Children with Homework", "Family Finances", "Raising kids", "Gang Awareness", "Nutrition", "Positive Discipline" and others. By assisting parents in their parenting skills, VLCS will better enable students to become leaders of tomorrow.

Valley Life Charter School was authorized by the Tulare County Office of Education, in January 2011. VLCS is the first independent site based elementary school in the County. The following is a historical breakdown of total enrollment by year: In 2015/2016, Valley Life was given a five-year re-authorization from the Tulare County Office of Education. We also received *Lighthouse Status,* through the Leader in Me program, as well as earning a 6-year WASC accreditation.

- 2011 - 350 Students
- 2012 - 450 Students
- 2013 - 544 Students
- 2014 - 607 Students
- 2015- 638 Students
- Projected enrollment for 2016 - 660 students

Currently our demographics are as follows:

- Students: 638
- Students by Race
    - American Indian or Alaska Native - 4
    - Asian 9
    - Black or African American 9
    - Filipino 6
    - Hispanic or Latino 229
    - Two or more races - 30
    - White 351
- Students by Ethnicity
- Hispanic - 43.%
- Non Hispanic - 57%
- Students by Gender
- Female 328 - 51.4%

- Male 310 - 48.5%
- Student Eligibility for Fall 1 Reported Programs
- Gifted and Talented - 51 students 7.9%
- Socio-Economically Disadvantaged 249 students - 39%
- Special Education - 34 - 5.3%

Our School uses various measure to assess student achievement.

Measures used include:

The Developmental Reading Assessment (DRA) is an individually administered assessment of a child's reading capabilities. It is a tool to be used by instructors to identify a student's reading level, accuracy, fluency, and comprehension. Once levels are identified, an instructor can use this information for instructional planning purposes.

Scantron Performance Series in Math and English Language Arts

Performance series is a computer adaptive test that students take in the fall and in the spring.

Performance Series gives you an accurate portrait of each student's instructional level over a wide breadth of knowledge.

• Immediate results allow you to place students in the appropriate grade, course, or group within minutes of being tested.

• Track individual student, school, intervention program and even district-wide progress.

• Scores include a Scaled Score yardstick, Standards Item Pool Score, National Percentile Ranking, and an optional Lexie® Reading Score.

• All reports are aligned to specific standards—state, Common Core, or both—for easy correlation to teaching requirements.

• Performance bands allow custom criteria to be embedded into reports, and enable multiple analyses by the varying stakeholders.

VLCS also uses assessments based on the California Standards.

Beginning 2016-2017, VLCS will also begin to use Illuminate, in order to access and create standards based benchmarks.

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative

response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52055(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01, community members, local bargaining units, LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders, community

organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	**Impact on LCAP**
Stakeholders include community members, parents & staff. The Valley Life Charter School includes 4 community members, and 1 parent board member. The Valley Life foundation board includes: 2 administrators, 2 parents and 3 staff members. One of the parent foundation members is also the Parent Group Chairperson. The VLCS Board member and the Parent Group Chairperson are the main components of the principals advisory group. The community was invited attend a Leadership Day Event, and then invited to complete the suggestions and perceptions surveys. (November 2015) In an effort to streamline the LCAP process along with tracking Charter Goals, Lighthouse Status and WASC, a document was created and shared with the County office of Education,	Stakeholder involvement had a high impact on the development of the LCAP, which in turn drives the budget. The input from the perceptions and suggestion surveys of both staff, parents, and community, we presented as a synopsis and share with parents at the parent group meeting, as well as at "Coffee and Conversation", a new way to engage parents and administration. Staff was given an opportunity to view the synopsis, and then create ways in which the school could address the needs that were presented.

VLCS Board, Teachers, WASC Committee, Lighthouse Committee December - January - Staff members created the updated WASC report, using the goals as established by the Charter authorizing process, the lighthouse process as well as the previous WASC Report An LCAP synopsis, created from the 2016 parent/staff and community survey was shared with the board in April. An LCAP synopsis, was created from the 2016 parent/staff and community survey was shared with Staff in April. Staff also created goals from the LCAP Synopsis. LCAP report was shared with the Parent Group at the May, 2016 meeting.	
Annual Update: An update for the 2015 LCAP was shared in February, with the parent group. (2/28) An update for the 2015 LCAP was shared with the Staff in March (3/2) An update for the 2015 LCAP was shared with the VLCS Board in March (3/8)	**Annual Update:** The priorities were ranked by stakeholders and listed in the order they believe are most important. Comments were taken into account, in order to improve school and student culture/achievement. Teachers gave possible solutions to the areas addressed in the surveys.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal.

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual 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 Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Goal Area 4: Increase parental involvement and participation (16-17 Goal 1)- From our Charter: Valley Life Charter Schools will work closely with parents and primary caregivers to build a strong support system for our students. Teachers, parents (caregivers), and students will contribute to the success of the student by working as a team. VLCS believes very strongly that parents are the primary instructors of their children. The teachers will play a vital, but secondary role.	Related State and/or Local Priorities: 1__ 2__ 3 ✔ 4 ✔5 COE only: 9__ 10__ Local : Specify _____
Identified Need :	**Identified Need:** Parents began a volunteer training program in August of 2015. ___ number of parents were trained and allowed to volunteer on campus. Parents that chose to be reimbursed for fingerprinting, were allowed to work with small groups. 308 parents were trained in the 2015-2016 school year. More parents should be trained. **Metric:** Facilities in Good Repair (Parents will create 1 campus beautification project) , Parent Input, Parent Participation, School Attendance Rates, Chronic Absenteeism Rate, Suspension Rate	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	When parents are engaged, students are engaged. Attendance rates should improve, parent participation and input wil increase.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent engagement, includes our parent engagement coordinator, parent group meeting training, volunteer training, Coffee and Conversation	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $13,000 Funding Source(s): Base: 10,000 Supp/Conc: 3,000
Hiring a reading specialist to train volunteers to work with	LEA-wide	__All	Est.Cost: $65,000

students.		OR: ✔Low Income pupils ✔ English Learners ✔Foster Youth __ Redesignated fluent English proficient ✔Other Subgroups: Students with Disability	Funding Source(s): Supp/Conc: 65,000
Train 5 to 6 staff members to be Positive Parenting facilitators. Facilitators will conduct parenting classes. These classes may be voluntary, or may be required upon X number of suspensions, and high absenteeism, chronic truancy rates.	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $2,500 Funding Source(s): Base: 2,000 Supp/Conc: 500
Continue the quality out of town field trips	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $35,000 Funding Source(s): Donations: 17,500 Base: 9,500 Supp/Conc: 8,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Increased student achievement, attendance, parent satisfaction

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent engagement, includes our parent engagement coordinator, parent group meeting training, volunteer training, Coffee and Conversation	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $14,000 Funding Source(s): Base: 10,000 Supp/Conc: 4,000
Continued contract with Reading specialist	LEA-wide	__All OR: ✔Low Income pupils ✔ English Learners ✔Foster Youth __ Redesignated fluent English proficient ✔Other Subgroups: Students with Disability	Est.Cost: $68,000 Funding Source(s): Supp/Conc: 68,000

Ongoing training of staff, and eventually training parents to be facilitors	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $1,500 Funding Source(s): Base: 1,000 Supp/Conc: 500
Continuation of adding quality field trips	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $38,000 Funding Source(s): Donations: 19,000 Base: 15,000 Supp/Conc: 4,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increased student achievement, attendance, parent satisfaction - An Amazing supportive culture

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent engagement, includes our parent engagement coordinator, parent group meeting training, volunteer training, Coffee and Conversation	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $15,000 Funding Source(s): Base: 10,000 Supp/Conc: 5,000
Reading specialist	LEA-wide	__All OR: ✔Low Income pupils ✔ English Learners ✔Foster Youth __ Redesignated fluent English proficient ✔Other Subgroups: Students with Disability	Est.Cost: $72,000 Funding Source(s): Supp/Conc: 72,000
Ongoing training of staff and parents for facilitation of classes	LEA-wide	✔All	Est.Cost: $1,500

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s): Base: 1,000 Supp/Conc: 500
Adding quality field trips, possibly even a middle school, Washington DC trip	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $42,000 Funding Source(s): Donations: 21,000 Base: 15,000 Supp/Conc: 6,000

GOAL:	Goal Area 5: Increase student achievement in core classes (16-17 Goal 2)- The Mission of Valley Life Charter School is to provide a rigorous educational program emphasizing academics, leadership and visual and performing arts.	Related State and/or Local Priorities: 1 ✔ 2 ✔3_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	**Identified Need:** Student's are succeeding, however increasing student achievement and access in core classes, including VAPA classes, is a top priority, we are learning to get better at getting better. **Metric:** Teacher Misassignment, CCSS Implementation, Student Access and Enrollment, Standardized Tests, API Scores, College and Career Ready, EL Reclassification Rate, Other Tests	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Student test scores will increase significantly.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Central Valley Network Improvement Community. All 5th grade teachers will be part of a research group, funded through the Gates Foundation, to get better at getting better, specifically in math.	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $30,000 Funding Source(s): Base: 21,300 Supp/Conc: 8,700
Hiring consultants from the Tulare County Office of Education, to	LEA-wide	✔All	Est.Cost: $20,000

work with teachers, on the implementation of the common core state standards in ELA and Math		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s): Base: 20,000
Implementation of "Reading Units of Study" - Reading program	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $7,100 Funding Source(s): Base: 5,000 Supp/Conc: 2,100
Over 75% of all students in grades 3 - 6, scored at, near or above grade level in Writing on the SBAC, after implementing the Writing Units of Study.	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $22,000 Funding Source(s): Base: 15,000 Supp/Conc: 7,000
Training of teachers for the Avid program. This will prepare all students for college readiness and lifelong success through Advancement via individual determination - Includes teacher training, and membership for the entire school, focusing on middle school students	Middle School	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $10,000 Funding Source(s): Supp/Conc: 8,000 Base: 2,000
Continued increase in technology, in 2011, virtually 0 student technology, 2012 rate was 1:10 students, 2015 1:1.4 students - 2016 1:114 students, increase by 105 units, also includes teacher technology, printers, smart boards, projectors, and increased bandwith	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $70,000 Funding Source(s): Supp/Conc: 21,000 Base: 49,000
Purchase additional instruments, have each grade perform at assemblies, includes two full time music teachers, and one .25 orchestra teacher. All students must be enrolled in a music class to continue enrollment at VLCS. Instruments, materials and 1/3 teaching assignment	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $87,500 Funding Source(s): Base: 70,000 Supp/Conc: 17,500

In order to increase student achievement in core classes, you must have quality teachers. In order to retain teachers, pay must be equitable to local districts. Step and Salary increased by 3% for this year, and will continue the 3% (instead of 2%) until further notice. Teachers also receive 100% of their benefits, without charge, currently that is a $250.00 a month savings, or 3000 a year savings. 55,000 step increase + 3000 * 40 FT employees (120,000)	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $175,000 Funding Source(s): Base: 124,500 Supp/Conc: 50,500

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Students that were previously below grade level will make appropriate gains in math and ELA.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Central Valley Network Improvement Community. All grade level teachers will be part of a research group, funded through the Gates Foundation, to get better at getting better, specifically in math.	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $35,000 Funding Source(s): Base: 24,850 Supp/Conc: 10,150
Hiring consultants from the Tulare County Office of Education, to work with teachers, on the implementation of the common core state standards in ELA and Math	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $20,000 Funding Source(s): Base: 20,000
Continual purchase materials to support readers	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $8,000 Funding Source(s): Base: 4,000 Supp/Conc: 4,000
Continued implementation	LEA-wide	✔All	Est.Cost: $22,000

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s): Base: 15,000 Supp/Conc: 7,000
Continued membership and additional trainings	Middle School	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $10,000 Funding Source(s): Supp/Conc: 8,000 Base: 2,000
Increasing technology to 1:1 , increased improvement in infrastructure and programing	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $72,000 Funding Source(s): Supp/Conc: 21,600 Base: 50,400
Purchase additional instruments, have each grade perform at assemblies, includes two full time music teachers, and one .25 orchestra teacher. All students must be enrolled in a music class to continue enrollment at VLCS.	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $90,000 Funding Source(s): Base: 72,000 Supp/Conc: 18,000
In order to increase student achievement in core classes, you must have quality teachers. In order to retain teachers, pay must be equitable to local districts. Step and Salary increased by 3% for this year, and will continue the 3% (instead of 2%) until further notice. Teachers also receive 100% of their benefits, without charge, currently that is a $250.00 a month savings, or 3000 a year savings. 55,000 step increase + 3000 * 40 FT employees (120,000)	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $175,000 Funding Source(s): Base: 124,500 Supp/Conc: 50,500

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Students that were previously below grade level will make appropriate gains in math and ELA.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Central Valley Network Improvement Community. Teachers will be part of a research group, funded through the Gates Foundation, to get better at getting better, targeting ELA.	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $50,000 Funding Source(s): Base: 35,500 Supp/Conc: 14,500
Hiring consultants from the Tulare County Office of Education, to work with teachers, on the implementation of the common core state standards in ELA and Math	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $20,000 Funding Source(s): Base: 20,000
Continual purchase materials to support readers	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $8,000 Funding Source(s): Base: 4,000 Supp/Conc: 4,000
Continued implementation	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $22,000 Funding Source(s): Base: 15,000 Supp/Conc: 7,000
Continued membership and additional trainings	Middle School	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $10,000 Funding Source(s): Supp/Conc: 8,000 Base: 2,000
Continual improvement to technology	LEA-wide	✔All	Est.Cost: $75,000

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s): Supp/Conc: 22,500 Base: 52,500
Purchase additional instruments, have each grade perform at assemblies, includes two full time music teachers, and one .25 orchestra teacher. All students must be enrolled in a music class to continue enrollment at VLCS.	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $92,000 Funding Source(s): Base: 73,600 Supp/Conc: 18,400
In order to increase student achievement in core classes, you must have quality teachers. In order to retain teachers, pay must be equitable to local districts. Step and Salary increased by 3% for this year, and will continue the 3% (instead of 2%) until further notice. Teachers also receive 100% of their benefits, without charge, currently that is a $250.00 a month savings, or 3000 a year savings. 55,000 step increase + 3000 * 40 FT employees (120,000)	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $175,000 Funding Source(s): Base: 124,500 Supp/Conc: 50,500

GOAL:	Goal Area 6: Use Common Core State Standards - Challenging and relevant content knowledge (16-17 Goal 3)- Implementation of the California Common Core State Standards. Keeping content relevant to student's needs.	Related State and/or Local Priorities: 1 ✔ 2 ✔3 ✔ COE only: 9__ 10__ Local : Specify _____

Identified Need :	**Identified Need:** Although teachers are aware of how the CCSS are implemented at Valley Life, parents are not aware as evidenced by the survey. This goal will assist parents and teachers in communication, and understanding. **Metric:** Standards-aligned Materials, CCSS Implementation, Student Access and Enrollment, Standardized Tests, API Scores, College and Career Ready, EL Reclassification Rate, Other Tests, Parent Input, Parent Participation	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	Curriculum will be research based, assessments will be based on the CCSS, student achievement will increase, parent understanding will increase, teacher input will increase Implementation of Reading Units of Study

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Training in Reading Units of Study	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $10,000 Funding Source(s): Supp/Conc: 2,000 Base: 8,000
Purchase Illuminate for student data and assessments, train teachers in use of program.	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $15,000 Funding Source(s): Supp/Conc: 3,000 Base: 12,000
Allowing staff ample time in which to collaborate - horizontally and vertically -	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $200,000 Funding Source(s): Base: 180,000 Supp/Conc: 20,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Curriculum will be research based, assessments will be based on the CCSS, student achievement will increase, parent understanding will increase, teacher input will increase Adopting Math curriculum

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implementation of Math curriculum	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $15,000 Funding Source(s): Supp/Conc: 3,000 Base: 12,000
Continued usage of Illuminate -	LEA-wide	✔All	Est.Cost: $10,000

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s): Supp/Conc: 2,000 Base: 8,000
Allowing staff ample time in which to collaborate - horizontally and vertically -	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $200,000 Funding Source(s): Base: 180,000 Supp/Conc: 20,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Curriculum will be research based, assessments will be based on the CCSS, student achievement will increase, parent understanding will increase, teacher input will increase Adopting Science Curriculum

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implementation of Science Curriculum	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $15,000 Funding Source(s): Supp/Conc: 3,000 Base: 12,000
Continued usage of Illuminate	LEA-wide	✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est.Cost: $10,000 Funding Source(s): Supp/Conc: 2,000 Base: 8,000
Allowing staff ample time in which to collaborate - horizontally	LEA-wide	✔All	Est.Cost:

and vertically -		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$200,000 Funding Source(s): Base: 180,000 Supp/Conc: 20,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	- Goal Area 1: - A: To update the current facility - Replace old flooring with laminate - 6 classrooms in 2014-2015. B: To begin implementation of an expansion C: To begin to plan for building in the future	Related State and/or Local Priorities: 1 ✔ 2__ 3 COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Other :all Applicable Pupil Subgroups: all	
Expected Annual Measurable Outcomes:	Identified Need: Identified Need: Facilities, The Parents and Staff were not in agreement on the facilities, but all agree there could be improvements. The facilities need some repairs, and VLCS needs to look into splitting and eventually building. Metric: Facilities in Good Repair	Actual Annual Measurable Outcomes: Replaced flooring in 12 rooms, moved Kinder to Akers

LCAP Year: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
		$0			$0
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

New flooring	$6,000	New flooring	$6,034
Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Pride in campus, less traffic on Walnut, more space

Original GOAL from prior year LCAP:	- Goal Area 1: - Continue quality implementation of the California Standard.	Related State and/or Local Priorities: 1 ✔ 2 ✔3_ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Focus on the implementation of ELA and Math, will increase the students' scores as evidenced by the Smarter Balance, EdPerformance and DRA scores.	Actual Annual Measurable Outcomes:	Focus has been on implementation. Data has not all been analyzed, however, there is evidence of a positive trajectory of test scores

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Tulare County Office of Education - Consultants	$30,000	Consulting for ELA and Math with Tulare county office of education	$18,435
Scope of service: Schoolwide __ALL		Scope of service: Schoolwide __ALL	

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to offer quality staff development in CCSS and Leadershiop

Original GOAL from prior year LCAP:	- Goal Area 1: - Support the basics, moving towards 1:1 computing	Related State and/or Local Priorities: 1 ✔ 2 ✔3_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	7th and 8th grade will have 1:1 computing, K-6 will move towards 1.5:1 computing.	Actual Annual Measurable Outcomes:	7th and 8th are at 1:1, the remainder of the school is at 1:1.4 computers to students

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase of technology	$48,000	Technology Budget	$19,369
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Purchased computers, carts, upgraded the infa -structure, increased bandwith

Original GOAL from prior year LCAP:	- Goal Area 1: - To continue to offer competitive salaries with a .025 increase each year.	Related State and/or Local Priorities: 1 ✔ 2__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Increased class management, increased teacher retention, increased student achievement due to quality teacher.	Actual Annual Measurable Outcomes:	Higher teacher satisfaction per surveys.

LCAP Year: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Increase salaries by .025		$16,500	Increased salaries from 2014-15 to 2015-16 by .025 + .02 (this is the difference from the end of 2015 to the end of 2016		$361,422
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✔All			✔All		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	a total 5.5% increase was added to the step and column,increasing teacher satisfaction.

Original GOAL from prior year	- Goal Area 4: - Continue to support curriculum, and specialty teachers and material.	Related State and/or Local Priorities: 1 ✔ 2 ✔3_

LCAP:		COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	All students will be included in VAPA, and will demonstrate leadership skills on stage in some form.	Actual Annual Measurable Outcomes:	100% of students were given the opportunity to be on stage at minimum once, in the school year, however, most were on stage, no less than 3 times performing.

LCAP Year: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Art teacher, computer lab, second full time music teacher, materials and supplies		$301,000	Art teacher, computer lab, second full time music teacher, materials and supplies		$70,473
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✔All			✔All		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to create a quality performing arts program by hiring a new music teacher, and purchasing more instruments.

Original GOAL from prior year LCAP:	- Goal Area 5: - All grade levels/classes will attend an educational field trip.	Related State and/or Local Priorities: 1 ✔ 2__ 3 COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	100% of all classes will attend at least one educational field trip. Identified Need: Students are engaged when they look forward to attending school. Attending school also increases achievement. Metric: Student Access and Enrollment, Parent Participation	Actual Annual Measurable Outcomes:	Each grade level attended at least one educational field trip: Kinder - Pumpkin Patch & Reptile Guy 1st - Zoo 2nd - Agri Center 3rd - Tulare County Museum, Musical Play, 4th - Monterey Bay Aquarium and Mission 5th - Sacramento Train Museum and Capital 6th Scicon 7th - 8th - Universal Studios

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
100% of all classes will attend at least one educational field trip. Identified Need: Students are engaged when they look forward to attending school. Attending school also increases achievement. Metric: Student Access and Enrollment, Parent Participation	$32,000	Each grade level attended at least one educational field trip: Kinder - Pumpkin Patch & Reptile Guy 1st - Zoo 2nd - Agri Center 3rd - Tulare County Museum, Musical Play, 4th - Monterey Bay Aquarium and Mission 5th - Sacramento Train Museum and Capital 6th Scicon 7th - 8th - Universal Studios	$35,000
Scope of service: ✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: ✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continual support of field trips

Original GOAL from prior year LCAP:	- Goal Area 6: - Create a positive atmosphere at the school by the hiring of a PPS School Counselor to improve attendance, discipline referrals and academic achievement.	Related State and/or Local Priorities: 1 ✔ 2__ 3 COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Identified Need: Improve teacher student discipline, organize PBIS, conflict managers, and assist with SST's. In 2013, suspensions were at a rate of 6.65%, in 2014 suspensions decreased by a small amount. 6.60% Metric: Student Access and Enrollment, Standardized Tests, College and Career Ready, Other Tests, Parent Input, Parent Participation, School Attendance Rates, Chronic Absenteeism Rate, Suspension Rate, Other Local Measures With the implementation of a school counselor, suspensions will decrease by 2%.	Actual Annual Measurable Outcomes:	Although official data from the 15-16 year is not available - in 2014-2015, VLCS suspension rate was 8.1% it has not yet been calculated for 2015-2016

LCAP Year: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Counseling Salary - and materials		$53,000	Counseling salaries and materials		$42,061
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continued counseling services, will continually decrease suspensions

Original GOAL from prior year LCAP:	- Goal Area 6: - Decrease behavioral issues in students with needs, by contracting with the Tulare County Office of Education and the IRC Mental health program.	Related State and/or Local Priorities: 1 ✔ 2 ✔3 ✔ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Students will not be identified as "bullies". Academic attendance/achievement will increase, discipline will incidents will decrease.	Actual Annual Measurable Outcomes:	Students enrolled in the IRC program had significantly decreased behavioral issues, including fewer times of elopement, and suspensions

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students will not be identified as "bullies". Academic attendance/achievement will increase, discipline will incidents will decrease.	$48,000	Students will not be identified as "bullies". Academic attendance/achievement will increase, discipline will incidents will decrease.	$48,000
Scope of service: LEA-wide ✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide ✔All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continued implementation of IRC

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$216,300.00
The supplemental and concentration grant funding for the 2016-2017 LCAP is 5.17% or $237,741. The unduplicated pupil population that qualifies for the supplemental and concentration grant is 29.24%, or 185 students. The current LCAP identified 20% of many of the goals to be purchased with supplemental monies. All curriculum, training, technology, special activities, including, dance, music, and art are offered to all students, regardless of status, therefore, 20% of all costs relate directly to these students. Furthermore, Reading Units of Study, as well as Writing Units of Study, that was purchased previously, have specific strategies to reach English Learners. The reading specialist will also be working closely with English Learners. Finally, the parenting classes will be presented to all parents, however, parents that qualify for FRM, or fall under the foster families, and special education, will be offered more parenting classes that are specific to their needs.	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

5.00	%

The LCAP represents 3 priority areas, this does not take into account all of the materials and supplies that are used in a classroom. This 5% is easily made up by the difference in the amount of money earned by regular lunch, and the difference between what the state and federal government reimburse us with, compared to our expenses.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

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

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

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

01-13-15 [California Department of Education]