Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Valley Life Charter School	Lori Lackey, Superintendent/Principal	llackey@vlcs.org 559-625-8527

2017-20 Plan Summary

The Story

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

Valley Life Charter School serves students in grades TK - 12th in Visalia California. For the 2017-2018 School year, students in grades, TK - 2 will be housed on the Akers Campus, while students in grades 3 - 8th and

Independent Study, will be at the Walnut Campus. There are currently 35% of VLCS students that are on free or reduced lunch There are 2% of VLCS students that are considered English Language Learners There are 10%

of VLCS students that are on an IEP or 504 Plan

The demographic breakdown is as follows: African American 8, American Indian 7, Asian 11, Filipino 4, Hispanic or Latino 261, White 341, Two or more races 31, Not reported 1, Total 664

LCAP Highlights

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

After analyzing the data, VLCS will continue to focus on the same priorities in 18-19, as presented in 17-18. The survey results are located here: https://goo.gl/forms/14tDWTqGkImuwcmP2

By involving community members, parents, students, and staff, VLCS created the 2018-2019 LCAP

The Priorities Are:

Support the basics – quality teacher, facilities, availability of educational materials and technology

49 First Priority / 114 Overall

Maintain a positive environment

38 2nd priority / 95 overall

Guarantee student access to core standards

31 3rd Priority / 87 Overall

Priority 1: Support the basics - Quality Teachers - Facilities - Educational Materials - Technology,

Quality Teachers

Salary increase by 10% (3% step, and additional staff for controlled growth)

Teacher shuffle: Hired (1) 1st grade teacher 18 - 19, Art Teacher, PT Technology, (2) Special Education Teachers, Part time counselling aide, MTSS/ RTI Coach, IRC Behavior intervention

Facilities

17 - 18 Budget Furniture - $30,000 both campuses Have spent 37,083.12 on furniture

18 -19 - Furniture Budget $34,866.00

Akers will now house K -3rd grade (2018)

Walnut 4th - 8th and Independent Study

18-19 Hiring Architect/Engineer ($350,000) to review site plans

Purchase more security cameras, and Allertus security alert system for safety

Educational Materials/Technology:

Purchased new technology, $3^{rd} – 8^{th}$ grade student to computer ratio was 1:1. Kinder continues to use tables, and some computers. 1st and 2nd grade student to computer ratio was 2:1.

Continued upgrade to televisions in classrooms for functionality, computers, will purchase 100 Chromebooks, students in grades $2 – 8^{th}$ will be 1:1,

Reading Units of Study has been in full implementation for 2 years, Writing Units of Study has been in full implementation for 3 years. English Language Arts scores have increased from 2016-2017 as follows:

Area	16-17 (337 Students tested)	17-18 (430 Students tested
ELA – Met	45% (153 students)	49% (209 Students)
ELA – Did not meet	55% (184 Students)	51% (221 students)
Average distance from Level 3	-15	-10

In 2017-2018, VLCS began a full implementation of Go Math, and Course Math. As with many curriculum changes, some scores dropped, but are expected to rise again in the following year.

Area	16-17 (337 Students tested)	17-18 (430 Students tested
Math – Met	40% (135 students)	35(152 Students)
Math – Did not meet	60% (202 Students)	65% (278 Students)

Average distance from Level 3	-24	-33

Priority 2: Maintain positive environment

Maintain positive environment (safety, contentedness, reduced suspensions), Decrease behavioral issues in students with special needs, by contracting with the TCOE and the Intervention

Students are engaged when they look forward to attending school. Attending school also increases achievement. All students are involved involved in a visual and performing art course and will demonstrate leadership skills on the stage in some form. In 2017-2018, All students performed at grade level assemblies. Valley Life students put on their second live drama, of Shrek! The middle school choir consisted of "middle school choir", Festival Choir, and concert choir. All three groups attended the CMEA festivals in 2017-2018. Middle school choir earned an "excellent". Both concert choir and festival choir, earned "superiors". The orchestra also attended the CMEA festivals, and was awarded a "superior".

VLCS will continue the quality field trips already in place.

The 2017-2018 Field trips were as follows:

Grade	Trip	Cost (2017)
Tk/Kinder (85 students)	Pumpkin Patch & Reptile Show	$1988 / 23.39 per student
1st Grade (70 Students)	Planetarium & Zoo	$1,875.00 / $26.79 per student
2nd Grade (71 students)	Discovery Center	$1,716 / 24.71 per student
3rd Grade (72 Students)	Cat Haven/Mooney Grove Museum/Reptile Show	$3074.00 / 42.70 per student
4th Grade (96 Students)	Mission/Monterey/Kaweah Oak Preserve/Vallarta	$6203 / 64.62 per student
5th Grade (96 Students)	Sacramento/Planetarium	3314/34.52 per student
6th Grade (48 Students)	Scicon	$8,970/186.88 per student
7th - 8th Grade (92 Students)	Disney - Leadership	$16,498/179.33 per student

<u>Reduced suspensions:</u>

One way in which VLCS is attempting to reduce suspensions, is by contracting with the TCOE, Intervention Resource Classroom, the estimated cost is $86,000. This allows a FT Teacher, 2 FT behaviorists, 10 official students – 10 unofficial students. These students learn valuable social skills, as well as have a place to take breaks, and receive additional support as needed. As the needs at the Akers site increases, VLCS is committed to duplicating the IRC classroom. The Akers campus will have a new behaviorist, that will work with the special education teacher, and well as the RTI teacher. The behaviorist will be trained with the TCOE behaviorists, and will work between both campuses.

<u>Priority 3: Guarantee student access to core materials,</u>

Valley Life has implemented Writing Units of Study, as well as Reading Units of Study. Each year, approximately $30,000 worth of books is being purchased for classroom libraries. The math adoption of Go Math was completed in 17, with $45,000 in books, manipulatives, and training for all teachers. Studies Weekly was adopted as the social studies curriculum. As the Next Generation Science Standards are implemented, science curriculum will be reviewed in the future.

Other ways students access the core standards:

Technology $78,000

Professional Development (5200 & 5800) $124,000

Continued access to quality curriculum $97.00

The plan as presented to parents, and the board is found here:

Goals that were not met included the purchase of 2 large marquis for parent communication,

Social Studies curriculum was adopted by the California Department of Education, therefor, VLCS adopted Social Studies curriculum for the 2018- 2019 school year and will work towards a science adoption in 2018.

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

With the full implementation of Reading Units, and Writing Units of Study, VLCS showed growth overall in the smarter balanced assessments

Area	16-17 (337 Students tested)	17-18 (430 Students tested
ELA – Met	45% (153 students)	49% (209 Students)
ELA – Did not meet	55% (184 Students)	51% (221 students)
Average distance from Level 3	-15	-10

Overall, ELA growth outweighed Math growth. In comparing student cohorts, (last years 3rd grade cohort, to this years 4th grade cohort, ect., as well as last years 3rd grade cohort to this years 3rd grade cohort, as 3rd is the first year of testing), 3rd – 7th showed gains in ELA as follows:

3rd to 3rd – 6% growth in "exceeded or met the ELA standards"

3rd to 4th – 8% growth in "exceeded or met the ELA standards"

4th – 5th – 12% growth in "exceeded or met the ELA standards"

5th – 6th – 2% growth in "exceeded or met the ELA standards"-

6th – 7th - 4% growth in "exceeded or met the ELA standards"

7th – 8th <12%> decline in exceeded or met the ELA standards.

Overall, VLCS also closed the gap in the average distance from level 3, by 5 points.

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

Area	16-17 (337 Students tested)	17-18 (430 Students tested
Math – Met	40% (135 students)	35(152 Students)
Math – Did not meet	60% (202 Students)	65% (278 Students)
Average distance from Level 3	-24	-33

With the initial adoption of a school wide math program, math did not fare as well. However, more students tested in 17 – 18, and more students (17) met the standards in math.

Looking at the grade level cohorts, the following was found:

3rd to 3rd – No change

3rd to 4th – 3% growth in "exceeded or met the math standards"

4th – 5th – <14% decrease> "exceeded or met the Math standards"

5th – 6th – 3% growth in "exceeded or met the Math standards"-

6th – 7th - <2% decline) "exceeded or met the Math standards"

7th – 8th <24%> decline in exceeded or met the Math standards.

Overall, VLCS the gap in the average distance from level 3, increased by 9 points.

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

The preliminary smarter balanced performance summary data did not break scores down by demographics. This will be updated in the future.

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

Increased or Improved services

Valley Life has now adopted reading and writing materials. Improved services include purchasing more books in order to get more books into the students hands. Access to technology is also being increased. In 2017-2018,VLCS hired a technology coach, who has worked with staff to use available technology more effectively. This includes accessing benchmarks in Illuminate. In 2018-2019, VLCS has moved a teacher from the classroom, to an MTSS/RTI position, in order to assist the students that are struggling, but are not identified as needing an IEP.

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	$ 6,758,017
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 4,519,273.

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.

The difference in the general fund and the LCAP fund, would include: Salaries for teachers that are not new positions, 3000 categories, except for STRS, and Health and Welfare benefits for all staff members, facilities leases, operational expenses,

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	3972344.00

Annual Update

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

Goal Area: Support the basics, quality teacher, facility, technology & educational materials In order to support the basics, Valley Life will increases technology, by adding to the existing technology. This will include adding computers, to bring the school to a 1:1 computer/student ratio Hiring a technology coach to increase teacher efficacy in regards to accessing available programs. Continue to update facilities Purchase new furniture Provide stipends to teachers in order to be coaches to struggling teachers

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3 4 5 6 7 8

Local Priorities: In the LCAP Survey, the following needs were found Support the basics, quality teacher, facility, technology & educational materials RE: Teachers - 77% of the respondents believed that Valley Life hires quality teachers. 12.4% felt that VLCS did not hire quality teachers. Comments indicated that some felt teachers were not approachable, and were not caring, as our charter suggests. Administration takes these comments seriously. In the future, VLCS staff will be more intentional about creating a culture of caring, that fits our mission and vision. More objective rating measures will be used for staff evaluation, and hiring purposes.

Identified Need

Facility - 44% felt that VLCS's facilities were not in good shape. This is due to the classrooms at the Walnut Campus being small. Although best case scenario is to build one campus, for all students, this is not the time. VLCS is committed to working with the landlord to improve the classrooms, as well as the interior and exterior of the facilities by replacing flooring, hand dryers, painting, replacing the parking lot, etc.

Technology & Educational Materials, Although 75.9% felt that VLCS does a good job at providing materials and technology to students, our goal has been to move to 1:1 computers. With a $70,000 technology budget this year, we will achieve that.

Annual Measureable Outcomes

Expected	Actual

	Expected	Actual

Actions / Services

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

Action

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase technology to bring us to 1:1 computers	Upgraded to televisions in all Akers classrooms for functionality, these work with the computers Purchased 100 student chromebooks – 3rd – 8th grade is at 1:1, 1st and 2nd are at 2:1	$70,000	$63,598.00
Reclassify a teacher to a technology coach, which will assist the teachers in implementing programs that will help students achieve higher scores	Reclassified a credentialled teacher to technology coach Purchased programs that will assist teachers	65,000	65,000
Continue update to facilities	Updated 5 classrooms, moved 2nd grade to Akers	60,500	70,652
Offer stipends for coaching	BTSA, Scicon Stipend, Coaches	10,000	5,000
Purchase modern furniture	All classes, except 2 have updated, new furniture.	55,000	37,405

Analysis

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

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

The actions needed to achieve this goal, is to update facilities, continue implementation of technology

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

In reviewing the LCAP input survey from 2017 and 2018, The perception is that facilities are in better repair, an increase from 57.4% in agreement in 2016, to 62% in agreement in 2017-18. The perception that technology has improved has increased from 75% to 77%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

VLCS will continue to implement this goal in the 2018-2019 school year.

LCAP Year Reviewed: 2017-18

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

Goal 2

MAINTAIN A POSITIVE ENVIRONMENT MAINTAINING A POSITIVE ENVIRONMENT WAS SELECTED AS PRIORITY 2 FOR THE 2017 2018 SCHOOL YEAR. ONE WAY IN WHICH TO DO THIS IS TO HAVE MORE POSITIVE PERFORMANCES IN REGARDS TO MUSIC. LION KING JR WAS A SUCCESS IN THE 16-17 SCHOOL YEAR. HOSTING ANOTHER QUALITY DRAMA WILL ALLOW STUDENTS TO BOND CLOSER, CREATING A POSITIVE ENVIRONMENT. OTHER ACTIVITIES THAT CREATE A POSITIVE ENVIRONMENT INCLUDE: FIELD TRIPS, SOCIAL-EMOTIONAL GROWTH IN STAFF, CREATING TEACHER EFFICACY, WHICH CAN THEN HELP STUDENTS GROW SOCIALLY AND EMOTIONALLY. CONTINUED CONTRACT WITH THE INTERVENTION RESOURCE CLASSROOM (IRC), TO WORK WITH STUDENTS WITH EMOTIONAL, ACADEMIC, AND BEHAVIORAL NEEDS.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3 4 5 6 7 8

Local Priorities: Identified Need Surveys were used to identify the need in this area.

Annual Measurable Outcomes

Expected	Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Music materials. Instruments and materials for lower grades, instruments for middle school programs. Music materials and copyright material for entire school.	Purchased materials, and instruments as requested by music teachers	30,000	20,571.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
By allowing students to attend educational field trips, attendance will increase, and the culture will remain positive	See above, all grade levels were able to	15,000	11,131
Implementation of the IRC classroom allows for a decrease in discipline issues, as well as a safer culture for other students.	The majority of student's that are part of the IRC program showed a decrease of suspensions, and an increase in attendance.	76,000	76,000

Analysis

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

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

Helping students feel safe and connected at school, increases attendance, and allows for them to grow academically and socially.

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

In 2017- 81.5% of LCAP respondents felt that Valley Life has a positive school climate. 86.5% of the 2018 LCAP respondents felt that Valley Life has a positive school culture.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

Will continue this goal.

LCAP Year Reviewed: 2017-18

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

Goal 3

GUARANTEE ACCESS TO CORE STANDARDS , INCREASING CURRICULUM, CONSULTANTS, AND HIRING A TECHNOLOGY COACH.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3 4 5 6 7 8

Local Priorities: Identified Need Surveys were used to identify the need in this area.

Annual Measurable Outcomes

Expected	Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Guarantee access to core standards Curriculum	Adopted Reading Units of Study and Writing Units of Study in 2016-2017. Adopted Go-Math for 2017-2018	45,000	46,231.58
Hiring Consultants for ELA and Math	Hired Consultants for ELA, Math, and Science	24,000	24,000
Technology Coach (included in goal 1)	Reclassified a teacher as a technology coach	-	-
Professional development will assist teachers grow in teaching, as well as being confident in dealing with the child's social emotional growth. This will improve student achievement, and overall satisfaction.	Teachers have been encouraged to attend trainings at TCOE. Contracted with TCOE for ELA, Math, and Science coaching. Other trainings attended include: Writing Units of Study, Employee Leaves, FRISK training, Principal training, CELDT, ELPAC, Reading units of study, math fractions, heart of coaching, number talks, what's my place/value, adding/subtracting, guided math, problem solving strategies, design thinking in classrooms, breaking down the walls, book whisperer, music conference, music seminars, Independent study conference, STEAM, BTSA training, Clear Admin Training	30,000	36,000

Analysis

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

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

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

In both access to instructional materials, and highly qualified teachers, VLCS increased the positive perception on the LCAP Survey. 16-17, Access to core increased from 75.9% to 77% in agreement. Highly qualified teachers increased from 77% to 81%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

n/a

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.

Continued implementation

LCAP Year Reviewed: 2017-18

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

Stakeholder Engagement

LCAP Year: **2017-2018**

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?

First Friday of each month – Coffee and Conversation – All parents that were interested in school business were invited

Third Thursday of each month – Parent group meeting – Admin gave a "state of the school" address each month.

Sept 28, 2017 – Webinar, working towards coherence

The LCAP survey was shared via email, text, phone messages, Facebook, and the school web page from Feb until May.

The LCAP update was shared via Facebook, and the school web page from Feb to May.

March 13, 2018 – Webinar, LCAP

April 12, 2018 – LCAP meeting TCOE – (with three teachers)

June 11, 2018 – Board meeting – LCAP Plan was shared

June 12, 2018 – Board meeting – LCAP approved

Impact on LCAP and Annual Update

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

The administration met with parents monthly, at "coffee and conversation" to discuss various updates in regard to the school. An administrator also attended every parent group meeting, and gave a monthly update. A lighthouse team of parents was created. The teachers nominated parents that they felt would represent the parent body well, in regards to the leadership initiatives. The lighthouse team also served as a parent panel at the annual leadership night event. The Lighthouse parents previewed the upcoming social studies adopted material and gave their stamp of approval. One of the parent light house members is also actively involved in planning the schools security protocols.

Three teachers volunteered to attend Leadership meetings in regards to the LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

Goal Area: Support the basics, quality teacher, facility, technology & educational materials In order to support the basics, Valley Life will increases technology, by adding to the existing technology. This will include adding computers, to bring the school to a 1:1 computer/student ratio Hiring a technology coach to increase teacher efficacy in regards to accessing available programs. Continue to update facilities Purchase new furniture Provide stipends to teachers in order to be coaches to struggling teachers

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3 4 5 6 7 8

Local Priorities: In the LCAP Survey, the following needs were found Support the basics, quality teacher, facility, technology & educational materials RE: Teachers - 77% of the respondents believed that Valley Life hires quality teachers. 12.4% felt that VLCS did not hire quality teachers. Comments indicated that some felt teachers were not approachable, and were not caring, as our charter suggests. Administration takes these comments seriously. In the future, VLCS staff will be more intentional about creating a culture of caring, that fits our mission and vision. More objective rating measures will be used for staff evaluation, and hiring purposes.

Identified Need:

Although the perceptions on facilities and technology have improved, there is still much room for improvement.

VLCS is committed to working with the landlord to improve the classrooms, as well as the interior and exterior of the facilities by replacing flooring, hand dryers, painting, replacing the parking lot, etc. VLCS is also hoping to work with

Technology & Educational Materials, VLCS does a good job at providing materials and technology to students, our goal has been to continue to move towards 1:1 computers, with better infrastructure.

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]

Planned Actions / Services

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

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All, students with disabilities	All

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase technology to bring us to 1:1 computers	Purchase technology to bring us to 1:1 computers	Purchase technology to bring us to 1:1 computers
Reclassify a teacher to a technology coach, which will assist the teachers in implementing programs that will help students achieve higher scores	Reclassify a teacher to a technology coach, which will assist the teachers in implementing programs that will help students achieve higher scores	Reclassify a teacher to a technology coach, which will assist the teachers in implementing programs that will help students achieve higher scores
Continue update to facilities	Continue update to facilities	Continue update to facilities
Offer stipends for coaching	Offer stipends for coaching	Offer stipends for coaching
Purchase modern furniture	Purchase modern furniture	Purchase modern furniture

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	408,000	473,000	473,000
Source	LCAP	LCAP	LCAP

Year	2017-18	2018-19	2019-20
Budget Reference	1000, 2000, 3000, 4000	1000, 2000, 3000, 4000	1000, 2000, 3000, 4000

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified

Goal 2

MAINTAINING A POSITIVE ENVIRONMENT WAS SELECTED AS PRIORITY 2 FOR THE 2017 2018, as well as for the 2018-2019 Year. SCHOOL YEAR. ONE WAY IN WHICH TO DO THIS IS TO HAVE MORE POSITIVE PERFORMANCES IN REGARDS TO MUSIC. LION KING JR WAS A SUCCESS IN THE 16-17 SCHOOL YEAR. HOSTING ANOTHER QUALITY DRAMA WILL ALLOW STUDENTS TO BOND CLOSER, CREATING A POSITIVE ENVIRONMENT. OTHER ACTIVITIES THAT CREATE A POSITIVE ENVIRONMENT INCLUDE: FIELD TRIPS, SOCIAL-EMOTIONAL GROWTH IN STAFF, CREATING TEACHER EFFICACY, WHICH CAN THEN HELP STUDENTS GROW SOCIALLY AND EMOTIONALLY. CONTINUED CONTRACT WITH THE INTERVENTION RESOURCE CLASSROOM (IRC), TO WORK WITH STUDENTS WITH EMOTIONAL, ACADEMIC, AND BEHAVIORAL NEEDS

State Priorities: 1 2 3 4 5 6 7 8

Local Priorities:

Identified Need:

LCAP Survey,

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]

Planned Actions / Services

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

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

Students to be Served	Location(s)
All, students with disabilities	all

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Students to be Served	Scope of Services	Location(s)
ALL	All	All

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Music materials. Instruments and materials for lower grades, instruments for middle school programs. Music materials and copyright material for entire school.	Music materials. Instruments and materials for lower grades, instruments for middle school programs. Music materials and copyright material for entire school.	Music materials. Instruments and materials for lower grades, instruments for middle school programs. Music materials and copyright material for entire school.
By allowing students to attend educational field trips, attendance will increase, and the culture will remain positive	By allowing students to attend educational field trips, attendance will increase, and the culture will remain positive	By allowing students to attend educational field trips, attendance will increase, and the culture will remain positive
Implementation of the IRC classroom allows for a decrease in discipline issues, as well as a safer culture for other students.	Implementation of the IRC classroom allows for a decrease in discipline issues, as well as a safer culture for other students. – Training in house staff for an Akers IRC Classroom	Implementation of the IRC classroom allows for a decrease in discipline issues, as well as a safer culture for other students. Training in house staff for an Akers IRC Classroom

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	140,000	155,000	155,000
Source	LCAP & General Fund	LCAP and General Fund	LCAP and General Fund
Budget Reference	4300 & Transfer	4300 and Transfer	4300 and transfer

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified

Goal 3

GUARANTEE ACCESS TO CORE STANDARDS , INCREASING CURRICULUM, CONSULTANTS, Moving the technology coach to full time. HIRING an MTSS/RTI teacher

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3 4 5 6 7 8

Local Priorities: Identified Need Surveys were used to identify the need in this area.

Identified Need:

Identified through surveys, and educational research, student's academic achievement increases with more books. Continued need for improved technology. Continued need for quality educational materials. It was also identified that students were falling through the cracks, due to not enough resources to assist those that were not identified as having a learning disability.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]

Planned Actions / Services

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

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All, Students with Disabilities,	All

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Guarantee access to core standards Curriculum	Guarantee access to core standards Curriculum	Guarantee access to core standards Curriculum
Hiring Consultants for ELA and Math	Hiring Consultants for ELA and Math	Hiring Consultants for ELA and Math

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Technology Coach (included in goal 1)	Technology Coach (included in goal 1)	Technology Coach (included in goal 1)
Professional development will assist teachers grow in teaching, as well as being confident in dealing with the child's social emotional growth. This will improve student achievement, and overall satisfaction.	Professional development will assist teachers grow in teaching, as well as being confident in dealing with the child's social emotional growth. This will improve student achievement, and overall satisfaction.	Professional development will assist teachers grow in teaching, as well as being confident in dealing with the child's social emotional growth. This will improve student achievement, and overall satisfaction.
	Reclassify a teacher to MTSS/RTI Teacher	Continue to have an MTSS/RTI Teacher
	Hire a Behavioral Intervention Assistant	Continue to hire behavioral help
	Move one counsellor to the Akers campus – Full time & Hire a part time counselling aid	Keep 2 full time counselors, and 1 – 2 full time aids.
	Increase in technology for safety	Increase in technology for safety
	Educational Materials – Go Math, Core Math, Reading libraries, Social Studies Weekly & Science Weekly	Educational Materials – Go Math, Core Math, Reading libraries, Social Studies Weekly & Science Weekly

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	125,000	400,000	400,000
Source	LCAP & General	LCAP and General	LCAP and General

Year	2017-18	2018-19	2019-20
Budget Reference	1000, 3000, 5000	1000, 2000, 3000, 5000	1000, 2000, 3000, 5000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-2021**

Estimated Supplemental and Concentration Grant Funds

$291,245

Percentage to Increase or Improve Services

10%

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).

By providing more intensive interventions, with an MTSS/RTI teacher, quality materials, including technology, students with disabilities, as well as those that are Free and Reduced lunch, will increase by 10 points on the SBAC.

Addendum

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

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

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/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; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

   (2) The total number of cohort members.

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

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

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

   (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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