§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

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LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

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.

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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 52066(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
Great Valley Academy Salida (GVA) will have meetings with parents, staff and community members on a continual basis. Meetings will be Collaborative Coffee morning meetings, State of GVA meetings held in the evenings and several LCAP specific meetings including board meetings in both the afternoon and evenings. The goal of these meetings is continuous quality improvement, and to provide on open forum for communication. Various meetings offer a presentation of information, participant questions, and opportunities for stakeholder input. We will facilitate parent, community, teacher and student surveys. The data collected from these surveys will be communicated to the various stakeholder groups and be used for reporting, planning and decision making. Our meeting dates will be communicated via email, weekly folders home and Facebook. For purposes of this LCAP, we used survey data taken from our current Manteca campus (which is moving to become the Salida campus). While "officially" Salida is yet to exist, we know that a large percentage of our families will be moving with us to the Salida campus. This LCAP represents our best attempt to use data we feel is valuable to the process, at the same time acknowledging that the Salida campus will be considered a "new school".	Stakeholder groups will participate in online, anonymous surveys which will allow them to prioritize needs in areas based on the 8 state priority areas. They will also be invited to provide input through open ended text response areas and to provide feedback on topics including; school climate, meeting time preference, communication method preference as well as specific information related to serving our unduplicated pupils. Through these surveys we will identify the needs of both our students and teachers. Student surveys will be submitted in writing with the option of anonymity and provided information specific to campus climate and campus culture. GVA will meet with stakeholders, as well as solicit input on progress towards LCAP goals. The resulting data will be analyzed and provide a big picture of stakeholder perspective on their desires for students, and staff at GVA. The combined resulting information will drive the development of the goals and actions/services in our Local Control Accountability Plan.

Annual Update:	Annual Update:

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 school 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 school sites 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).

Actions/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 school sites 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 charter wide.

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 re designated 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 school sites?
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 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?

GOAL 1	Great Valley Academy-Salida will create an environment that provides quality education through a positive learning experience, facilitated by highly qualified personnel.	Related State and/or Local Priorities: 1 _x_ 2 _x_ 3 __ 4 _x_ 5 _x_ 6 ___ 7 _x_ 8 _x_ COE only: 9 10 Local : Specify

Identified Need :	High quality personnel, professional development, access to technology, and instructional resources.	
Goal Applies to:	Schools:	Charter Wide
	Applicable Pupil Subgroups:	All pupil subgroups, English Learners, Low Income Pupils, Pupils with disabilities. Charter school does not anticipate having a significant number of Foster Youth Pupils or Re-designated English Proficient Pupils.
LCAP Year 1: 2016-2017		

Expected Annual Measurable Outcomes:	Increased/improved student academic results will be measured by: ❖ CAASPP test results ❖ Local assessments ❖ CELDT test results ❖ Rate of students Reclassified as Fluent English Proficient (RFEP) Great Valley Academy is not a high school, so high school metrics for priority 4 are not applicable The 2016-2017 results will be used as baseline metrics. Teachers will be appropriately assigned and fully credentialed, as applicable to charter schools. Teachers and classified staff will be supported by offsite professional development opportunities, as well as regular onsite sessions. Offerings will continue to focus on CCSS, technology and other topics. Opportunities for specific EL strategies and ELD standards will be provided to campus EL leads. English Learners (EL) will be assessed annually until they are reclassified as Fluent English Proficient (RFEP). Access to Broad Course of Study and Instructional Materials will be provided. The areas of technology, curriculum and instructional resources will be examined and expanded, with changes being implemented based on identified need. Metric Baselines: ❖ CAASPP baseline will be developed based on 2016-2017 results ❖ Local assessment baseline will be developed based on 2016-2017 results ❖ CELDT baseline will be developed based on 2016-2017 analysis and results ❖ Stakeholder feedback will be compiled and reported ❖ Facilities will be rated "Good" or better on annual SARC report ❖ API baseline will be determined when reinstated Metric data will include: CAASPP test results, Local assessments, CELDT test results, stakeholder feedback and SARC data.

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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide access to Beginning Teacher Support and Assessment. Provide site specific, direct oversight to first and second year teachers. Compensate County Office of Education for annual fees related to induction. Provide substitutes to allow for protected time.	Charter Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify) _____	Certificated salaries & benefits Induction program cost $20,000 LCFF
1.2 Provide teacher/staff support and growth opportunities by offering professional development opportunities focused on Common Core State Standards, technology, ELL/ELD, and other applicable topics.	Charter Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Pupils with disabilities	Professional development courses, consultants, materials and substitute costs $30,000 LCFF
1.3 Provide teacher support by supplying mentors and peer observation time (protected time).	Charter Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)_____	Provide substitutes to allow for protected mentoring and observation time $5,000 LCFF
1.4 Integrate Common Core State Standards based instructional resources. This includes curriculum, online and other relevant resources.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Pupils with disabilities	Purchase Common Core aligned instructional resources $50,000 LCFF

1.5 Provide students with enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	.40 FTE Reading Intervention Teacher .60 FTE Math Intervention Teacher .30 FTE Teacher's Aide $75,000 LCFF
1.6 Maintain wireless internet infrastructure and security.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	.50 FTE Computer Technician Ongoing professional development/consulting and resources $25,000 LCFF
1.7 Maintain oversight of ongoing technology plan and supporting devices. Assess, monitor, support and grow school technological resources.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Purchase of computers, Chromebooks, storage/charging solutions, warranties and related software $25,000 LCFF

1.8 Increase staff understanding of ELD/ELL strategies to facilitate instruction for English Learners. Appoint campus EL lead staff members.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Professional Development Provide substitutes for coverage Purchase instructional resources $2,500
1.9 Facilities will be maintained to provide a safe and healthy learning environment.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Facilities repair and maintenance $30,000 LCFF

EL 1.1 Provide students with enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's.	Charter Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	See 1.5 above
EL 1.2 Provide teacher/staff support and growth opportunities by offering professional development opportunities focused on Common Core State Standards, ELL/ELD, and other applicable topics.	Charter Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	See 1.2 above
EL 1.3 Integrate Common Core State Standards based instructional resources specific to EL's. This includes curriculum, online and other relevant resources.	Charter Wide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)_____ _____	Purchase Common Core aligned instructional resources specific to EL's. $1,500 LCFF
EL 1.4 Increase staff understanding of ELD/ELL strategies to facilitate instruction for English Learners. Appoint campus EL lead staff members. Expand instructional resources focusing on English Learners.	Charter Wide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)_____	See 1.8 above

GOAL 1	Great Valley Academy-Salida will create an environment that provides quality education through a positive learning experience, facilitated by highly qualified personnel.	Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4_x_ 5_x_ 6___ 7_x_ 8_x_ COE only: 9 10 Local : Specify

Identified Need :	High quality personnel, professional development, access to technology, and instructional resources.	
Goal Applies to:	Schools:	Charter Wide
	Applicable Pupil Subgroups:	All pupil subgroups, English Learners, Low Income Pupils, Pupils with disabilities. Charter school does not anticipate having a significant number of Foster Youth Pupils or Redesignated English Proficient Pupils.

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Increased/improved student academic results will be measured by: ❖ CAASPP test results ❖ Local assessments ❖ CELDT test results ❖ Rate of students Reclassified as Fluent English Proficient (RFEP) Great Valley Academy is not a high school, so high school metrics for priority 4 are not applicable Teachers will be appropriately assigned and fully credentialed, as applicable to charter schools. Teachers and classified staff will be supported by offsite professional development opportunities, as well as regular onsite sessions. Offerings will continue to focus on CCSS, technology and other topics. Opportunities for specific EL strategies and ELD standards will be provided to campus EL leads. The percentage of students who have made progress toward English Proficiency will increase 2% by one level, in overall performance. The rate of students Reclassified as Fluent English Proficient will increase by 3%. Access to Broad Course of Study and Instructional Materials will be provided. The areas of technology, curriculum and instructional resources will be examined and expanded, with changes being implemented based on identified need. Metric Baselines: ❖ CAASPP baseline will be developed based on 2016-2017 results ❖ Local assessment baseline will be developed based on 2016-2017 results ❖ CELDT baseline will be developed based on 2016-2017 analysis and results ❖ Stakeholder feedback will be compiled and reported ❖ Facilities will be rated "Good" or better on annual SARC report ❖ API baseline will be determined when reinstated Metric data will include: CAASPP test results, Local assessments, CELDT test results, stakeholder feedback and SARC data.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide access to Beginning Teacher Support and Assessment. Provide site specific, direct oversight to first and second year teachers. Compensate County Office of Education for annual fees related to induction. Provide substitutes to allow for protected time.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	Certificated salaries & benefits Induction program cost $15,000 LCFF
1.2 Provide teacher/staff support and growth opportunities by offering professional development opportunities focused on Common Core State Standards, technology, ELL/ELD, and other applicable topics.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Pupils with disabilities	Professional development courses, consultants, materials and substitute costs $30,000 LCFF
1.3 Provide teacher support by supplying mentors and peer observation time (protected time).	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)_____	Provide substitutes to allow for protected mentoring and observation time $5,000 LCFF

1.4 Continue to integrate Common Core State Standards based instructional resources. This includes curriculum, online and other relevant resources.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Pupils with disabilities	Purchase Common Core aligned instructional resources $40,000 LCFF
1.5 Provide students with enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	.40 FTE Reading Intervention Teacher .60 FTE Math Intervention Teacher .65 FTE Teacher's Aide $100,000 LCFF
1.6 Maintain wireless internet infrastructure and security.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	.50 FTE Computer Technician Ongoing professional development/consulting and resources $28,000 LCFF
1.7 Maintain oversight of ongoing technology plan and devices. Assess, monitor, support and grow school technological devices.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Purchase of computers, Chromebooks, storage/charging solutions, warranties and related software $25,000 LCFF

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1.8 Increase staff understanding of ELD/ELL strategies to facilitate instruction for English Learners. Appoint campus EL lead staff members. Expand instructional resources focusing on English Learners.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Professional Development Provide substitutes for coverage $2,000 LCFF
1.9 Facilities will be maintained to provide a safe and healthy learning environment	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Facilities repair and maintenance. $35,000 LCFF

EL 1.1 Provide students with enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's.	Charter Wide	_X_ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	See 1.5 above
EL 1.2 Provide teacher/staff support and growth opportunities by offering professional development opportunities focused on Common Core State Standards, ELL/ELD, and other applicable topics.	Charter Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	See 1.2 above
EL 1.3 Continue to integrate Common Core State Standards based instructional resources specific to EL's. This includes curriculum, online and other relevant resources.	Charter Wide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)_____	Purchase Common Core aligned instructional resources specific to EL's. $1,500 LCFF
EL 1.4 Increase staff understanding of ELD/ELL strategies to facilitate instruction for English Learners. Appoint campus EL lead staff members. Expand instructional resources focusing on English Learners.	Charter Wide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)_____	See 1.8 above

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GOAL 1	Great Valley Academy-Salida will create an environment that provides quality education through a positive learning experience, facilitated by highly qualified personnel.	Related State and/or Local Priorities: 1_x__2_x__3__4_x__5_x__6___ 7_x__8_x_ COE only: 9 10 Local : Specify

Identified Need :	High quality personnel, professional development, access to technology, and instructional resources.	
Goal Applies to:	Schools:	Charter Wide
	Applicable Pupil Subgroups:	All pupil subgroups, English Learners, Low Income Pupils, Pupils with disabilities. Charter school does not anticipate having a significant number of Foster Youth Pupils or Redesignated English Proficient Pupils.
LCAP Year 3: 2018-2019		

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Expected Annual Measurable Outcomes:	Increased/improved student academic results will be measured by: ❖ CAASPP test results ❖ Local assessments ❖ CELDT test results ❖ Rate of students Reclassified as Fluent English Proficient (RFEP) Great Valley Academy is not a high school, so high school metrics for priority 4 are not applicable Teachers will be appropriately assigned and fully credentialed, as applicable to charter schools. Teachers and classified staff will be supported by offsite professional development opportunities, as well as regular onsite sessions. Offerings will continue to focus on CCSS, technology and other topics. Opportunities for specific EL strategies and ELD standards will be provided to campus EL leads. The percentage of students who have made progress toward English Proficiency will increase 2% by one level, in overall performance. The rate of students Reclassified as Fluent English Proficient will increase by 3%. Access to Broad Course of Study and Instructional Materials will be provided. The areas of technology, curriculum and instructional resources will be examined and expanded, with changes being implemented based on identified need. Metric Baselines: ❖ CAASPP baseline will be developed based on 2016-2017 results ❖ Local assessment baseline will be developed based on 2016-2017 results ❖ CELDT baseline will be developed based on 2016-2017 analysis and results ❖ Stakeholder feedback will be compiled and reported ❖ Facilities will be rated "Good" or better on annual SARC report ❖ API baseline will be determined when reinstated Metric data will include: CAASPP test results, Local assessments, CELDT test results, stakeholder feedback and SARC data.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide access to Beginning Teacher Support and Assessment. Provide site specific, direct oversight to first and second year teachers. Compensate County Office of Education for annual fees related to induction. Provide substitutes to allow for protected time.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	Certificated salaries & benefits Induction program cost $15,000 LCFF
1.2 Provide teacher/staff support and growth opportunities by offering professional development opportunities focused on Common Core State Standards, technology, ELL/ELD, and other applicable topics.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Pupils with disabilities	Professional development courses, consultants, materials and substitute costs $30,000 LCFF
1.3 Provide teacher support by supplying mentors and peer observation time (protected time).	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)_____	Provide substitutes to allow for protected mentoring and observation time $10,000 LCFF

1.4 Continue to integrate Common Core State Standards based instructional resources. This includes curriculum, online and other relevant resources.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Pupils with disabilities	Purchase Common Core aligned instructional resources $50,000 LCFF
1.5 Provide students with enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	1 FTE Reading Intervention Teacher 1 FTE Math Intervention Teacher 1 FTE Teacher's Aide $175,000 LCFF
1.6 Maintain wireless internet infrastructure and security.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	.50 FTE Computer Technician Ongoing professional development/consulting and resources $28,000 LCFF
1.7 Maintain oversight of ongoing technology plan and supporting devices. Assess, monitor, support and grow school technological devices.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Purchase of computers, Chromebooks, storage/charging solutions, warranties and related software $25,000 LCFF

1.8 Increase staff understanding of ELD/ELL strategies to facilitate instruction for English Learners. Appoint campus EL lead staff members.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Professional Development Provide substitutes for coverage Purchase instructional resources $1,500 LCFF
1.9 Facilities will be maintained to provide a safe and healthy learning environment	Charter Wide	_X_ ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Facilities maintenance and repair. $75,000 LCFF

EL 1.1 Provide students with enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's.	Charter Wide	_X_ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	See 1.5 above
EL 1.2 Provide teacher/staff support and growth opportunities by offering professional development opportunities focused on Common Core State Standards, ELL/ELD, and other applicable topics.	Charter Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	See 1.2 above
EL 1.3 Continue to integrate Common Core State Standards based instructional resources specific to EL's. This includes curriculum, online and other relevant resources.	Charter Wide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)_____	Purchase Common Core aligned instructional resources specific to EL's. $1,000 LCFF
EL 1.4 Increase staff understanding of ELD/ELL strategies to facilitate instruction for English Learners. Appoint campus EL lead staff members. Expand instructional resources focusing on English Learners.	Charter Wide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)_____	See 1.8 above

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GOAL 2	Great Valley Academy-Salida will create a family friendly environment where ongoing communication is facilitated; character education and the quality school philosophy are fundamental pillars in the educational model and services and supports for strong emotional health are provided.	Related State and/or Local Priorities: 1__ 2___ 3_x_ 4___ 5_x_ 6_x_ 7___ 8__ COE only: 9 10 Local : Specify

Identified Need :	A campus where students are learning, feel safe and loved. Parents that are involved in opportunities to support the school and their children. Newly identified need: the provision of campus based lunch service.	
Goal Applies to:	Schools:	Charter Wide
	Applicable Pupil Subgroups:	All pupil subgroups, English Learners, Low Income Pupils, Pupils with disabilities. Charter school does not anticipate having a significant number of Foster Youth Pupils or Redesignated English Proficient Pupils.

	LCAP Year 1: 2016-2017
Expected Annual Measurable Outcomes:	Increased/improved parent/student/community engagement will be measured by: ❖ Increased parent participation/involvement ❖ Increased student attendance ❖ Decreased chronic absenteeism ❖ Decreased suspension rates ❖ Decrease in expulsion rates ❖ Decrease in Jr. High dropouts The 2016-2017 results will be used as baseline metrics The average attendance rate will be at least 95%. Annual Parent Satisfaction Surveys will show an average score of "Strongly Agree" or "Agree". Provision of parent volunteer program, stakeholder meetings, family centered events, professional development focused on character and Quality Schools, campus based counseling. Provision of campus based lunch services. Metric Baselines: ❖ Parent participation 2016-2017 data ❖ End of year 2016-2017 attendance data ❖ End of year 2016-2017 suspension data ❖ End of year 2016-2017 expulsion data ❖ End of year 2016-2017 Jr. High dropout data Metric data will include: Stakeholder feedback, enrollment and attendance data.

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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Parent volunteer program structure and process. Support growth of parent volunteer program.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify) _____	Supplies, communication meetings $800 LCFF
2.2 Host regular meetings for parents and other stakeholders. Provide access and opportunities to engage in discussions regarding campus based needs.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Supplies, space rental $500 LCFF
2.3 Host family centered social activities. Encourage family engagement and interest in campus/student activities.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	Supplies $1,000 LCFF
2.4 Provide students with access to onsite counseling. Clarify student needs to ensure appropriate access and alignment of services.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Pupils with disabilities	Contracted Counseling services $15,000 LCFF

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2.5 Provide character education to teachers, students and parents. Focus on character development for students (bullying prevention).	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups: Pupils with disabilities	Training and supplies $5,000 LCFF
2.6 Quality Schools Philosophy integrated in school culture. Assess needs, create plan and follow through with implementation.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Training and materials $5,000 LCFF
2.7 Provide an onsite school lunch program benefitting all students, providing focused opportunity for qualifying students to have access to free or reduced price lunch.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Ongoing staff costs. $20,000 LCFF

LI 2.1 Host family centered social activities. Encourage family engagement and interest in campus/student activities.	Charter Wide	__ALL OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	See 2.3 above
LI 2.2 Provide students with access to onsite counseling. Clarify student needs to ensure appropriate access and alignment of services.	Charter Wide	__ALL OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	See 2.4 above
LI 2.3 Provide an onsite school lunch program benefitting all students, providing focused opportunity for qualifying students to have access to free or reduced price lunch.	Charter Wide	__ALL OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	See 2.7 above

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GOAL 2	Great Valley Academy-Salida will create a family friendly environment where ongoing communication is facilitated; character education and the quality school philosophy are fundamental pillars in the educational model and services and supports for strong emotional health are provided.	Related State and/or Local Priorities: 1__ 2___ 3 x 4___ 5 x 6 x 7___ 8__ COE only: 9 10 Local : Specify

Identified Need :	A campus where students are learning, feel safe and loved. Parents that are involved in opportunities to support the school and their children. Newly identified need: the provision of campus based lunch service.	
Goal Applies to:	Schools:	Charter Wide
	Applicable Pupil Subgroups:	All pupil subgroups, English Learners, Low Income Pupils, Pupils with disabilities. Charter school does not anticipate having a significant number of Foster Youth Pupils or Redesignated English Proficient Pupils.

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Increased/improved parent/student/community engagement will be measured by: ❖ Increased parent participation/involvement levels by 2% ❖ Increased student attendance rates by .25% ❖ Decreased chronic absenteeism by 2% ❖ Decreased suspension rates by 2% ❖ Decrease in expulsion rates by 2% ❖ Decrease in Jr. High dropouts by 2% Continued provision of parent volunteer program, stakeholder meetings, family centered events, professional development focused on character and Quality Schools, campus based counseling. Begin provision of campus based lunch services. The average attendance rate will be at least 95%. Annual Parent Satisfaction Surveys will show an average score of "Strongly Agree" or "Agree". Metric Baselines: ❖ Parent participation 2016-2017 data ❖ End of year 2016-2017 attendance data ❖ End of year 2016-2017 suspension data Metric data will include: Stakeholder feedback, enrollment and attendance data.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Parent volunteer program structure and process. Continue to support growth of parent volunteer program. Monitor process.	Charter Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify) _____	Supplies, communication meetings $800 LCFF
2.2 Host regular meetings for parents and other stakeholders. Provide access and opportunities to engage in discussions regarding campus based needs.	Charter Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Supplies, space rental $500 LCFF
2.3 Host family centered social activities. Encourage family engagement and interest in campus/student activities.	Charter Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	Supplies $1,000 LCFF
2.4 Provide students with access to onsite counseling. Clarify student needs to ensure access and alignment of services. Monitor alignment with student needs.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Pupils with disabilities	Contracted Counseling services $25,000 LCFF

2.5 Provide character education to teachers, students and parents. Focus on character development for students (bullying prevention). Continue development.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups: Pupils with disabilities	Training and supplies $2,000 LCFF
2.6 Quality Schools Philosophy integrated in school culture. Assess needs, create plan and follow through with implementation. Continue development.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Training and materials $2,000 LCFF
2.7 Provide an onsite school lunch program benefitting all students, providing focused opportunity for qualifying students to have access to free or reduced price lunch.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Ongoing staff costs $35,000 LCFF

LI 2.1 Host family centered social activities. Encourage family engagement and interest in campus/student activities.	Charter Wide	__ALL OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	See 2.3 above
LI 2.2 Provide students with access to onsite counseling. Clarify student needs to ensure access and alignment of services.	Charter Wide	__ALL OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	See 2.4 above
LI 2.3 Provide an onsite school lunch program benefitting all students, providing focused opportunity for qualifying students to have access to free or reduced price lunch.	Charter Wide	__ALL OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	See 2.7 above

GOAL 2	Great Valley Academy-Salida will create a family friendly environment where ongoing communication is facilitated; character education and the quality school philosophy are fundamental pillars in the educational model and services and supports for strong emotional health are provided.	Related State and/or Local Priorities: 1__ 2___ 3 _x_ 4___ 5 _x_ 6 _x_ 7___ 8__ COE only: 9 10 Local : Specify

Identified Need :	A campus where students are learning, feel safe and loved. Parents that are involved in opportunities to support the school and their children. Newly identified need: the provision of campus based lunch service.

Goal Applies to:	Schools:	Charter Wide
	Applicable Pupil Subgroups:	All pupil subgroups, English Learners, Low Income Pupils, Pupils with disabilities. Charter school does not anticipate having a significant number of Foster Youth Pupils or Redesignated English Proficient Pupils.

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Increased/improved parent/student/community engagement will be measured by: ❖ Increased parent participation/involvement levels by 2% ❖ Increased student attendance rates by .25% ❖ Decreased chronic absenteeism by 2% ❖ Decreased suspension rates by 2% ❖ Decrease in expulsion rates by 2% ❖ Decrease in Jr. High dropouts by 2% Continued provision of parent volunteer program, stakeholder meetings, family centered events, professional development focused on character and Quality Schools, campus based counseling. Begin provision of campus based lunch services. The average attendance rate will be at least 95%. Annual Parent Satisfaction Surveys will show an average score of "Strongly Agree" or "Agree". Metric Baselines: ❖ Parent participation 2016-2017 data ❖ End of year 2016-2017 attendance data ❖ End of year 2016-2017 suspension data Metric data will include: Stakeholder feedback, enrollment and attendance data.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Parent volunteer program structure and process. Continue to support growth of parent volunteer program. Monitor process.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify) _____	Supplies, communication meetings $400 LCFF
2.2 Host regular meetings for parents and other stakeholders. Provide access and opportunities to engage in discussions regarding campus based needs.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Supplies, space rental $1,000 LCFF
2.3 Host family centered social activities. Encourage family engagement and interest in campus/student activities.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	Supplies $2,000 LCFF
2.4 Provide students with access to onsite counseling. Clarify student needs to ensure access and alignment of services. Monitor alignment with student needs.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Pupils with disabilities	Contracted Counseling services $35,000 LCFF

2.5 Provide character education to teachers, students and parents. Focus on character development for students (bullying prevention). Continue development.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups: Pupils with disabilities	Training and supplies $2,000 LCFF
2.6 Quality Schools Philosophy integrated in school culture. Assess needs, create plan and follow through with implementation. Continue development.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Continue and Monitor
2.7 Provide an onsite school lunch program benefitting all students, providing focused opportunity for qualifying students to have access to free or reduced price lunch.	Charter Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Ongoing staff costs. $45,000 LCFF

LI 2.1 Host family centered social activities. Encourage family engagement and interest in campus/student activities.	Charter Wide	__ALL OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	See 2.3 above
LI 2.2 Provide students with access to onsite counseling. Clarify student needs to ensure access and alignment of services.	Charter Wide	__ALL OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	See 2.4 above
LI 2.3 Provide an onsite school lunch program benefitting all students, providing focused opportunity for qualifying students to have access to free or reduced price lunch.	Charter Wide	__ALL OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	See 2.7 above

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?

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Original GOAL from prior year LCAP: 1	**This is the initial LCAP for Great Valley Academy – Salida.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	

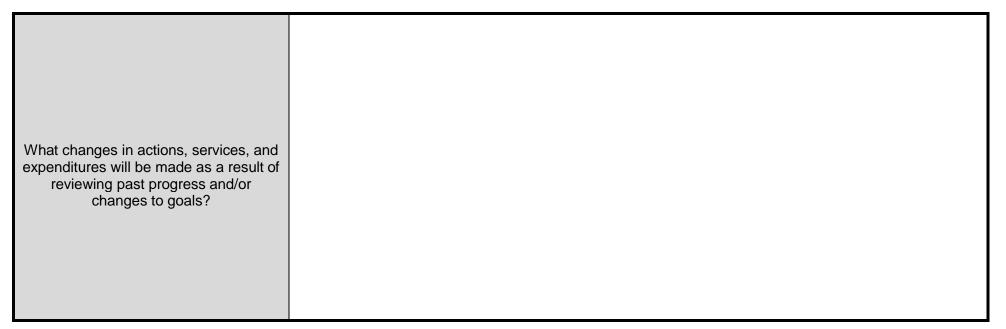| LCAP Year:			
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Scope of service:		Scope of service:	
__ALL OR: __Low Income pupils　　English Learners __Foster Youth　　Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils　　English Learners __Foster Youth　Redesignated fluent English proficient　Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
__ALL OR: __Low Income pupils　　English Learners __Foster Youth　　Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils　__English Learners __Foster Youth　Redesignated fluent English proficient __Other Subgroups:(Specify) Pupils with disabilities	

LCAP Year:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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)_____	
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) _____	

LCAP Year:			
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
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)_____	
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)_____	

LCAP Year:				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Scope of service: Charter Wide __ALL OR: __Low Income pupils __English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: Charter Wide __ALL OR: __Low Income pupils __English Learners __Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Scope of service: Charter Wide __ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: Charter Wide __ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	

LCAP Year:				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Scope of service: Charter Wide			Scope of service: Charter 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?	

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: 2	**This is the initial LCAP for Great Valley Academy – Salida.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4___5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	

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LCAP Year:			
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services
			Estimated Actual Annual Expenditures
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)_____
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) <u>Pupils with disabilities</u>

LCAP Year:			
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
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)_____	
Scope of service:	Charter Wide	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) _____	

LCAP Year:				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Scope of service: Charter Wide			Scope of service:	
_ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Scope of service:			Scope of service:	
__ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
Scope of service: Charter Wide			Scope of service: Charter Wide	
__ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__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?	

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 charter wide 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:	$ 195,361

Great Valley Academy will receive $195,361 in funds from LCFF based on supplemental grants. The charter school is expending its LCFF supplemental grant funds as determined by the school's goals, supporting California's 8 priority areas, as outlined in the above sections, which includes actions for implementing these goals.

We estimate that 31% of Great Valley Academy Salida students will identified as either low income, or English learners, and as these students are enrolled in our charter school, we determined that the most effective use of its LCFF supplemental grant funds would be to enhance intervention and supportive services to these students and staff on a school wide basis.

GVA believes the use of LCFF supplemental and concentration grant fund dollars enhancing our intervention and supportive services programs will best meet the needs of our targeted student populations.

- Teacher and pupil support in the Common Core State Standards
- Continued access to technology supported by stable infrastructure
- Teacher and pupil support for English Learners
- Maintenance of onsite lunch program (maximized benefit to free and reduce price qualifying students)
- Opportunities for stakeholder and family engagement

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.

| 3.28 | % |

LCAP items will be implemented on a Charter Wide basis. All activities/actions benefit all students by supporting GVA Salida's 2 goals (which in turn address the 8 state priorities).

Additionally, we have included a number of strategies to increase/improve opportunities for EL students:
- Provision of additional resources
- EL Lead staff
- ELD/EL professional development
- EL instructional resources

Additionally, we have included a number of strategies to increase/improve LI students:
- Maintenance of onsite lunch program
- Expansion of campus based counseling program
- Establishment of campus based, family centered activities

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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).

8-22-14 [California Department of Education]