

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

LEA: Great Valley Academy Contact (Name, Title, Email, Phone Number): Leah Silvestre Franklin, CEO l.silvestre@greatvalleyacademy.com 209.576.2283

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.

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 schoolsite, 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
<p>Great Valley Academy has meetings with parents, staff and community members on a continual basis. The goal of these meetings is continuous quality improvement, and to provide an open forum for communication. Various meetings offer a presentation of information, participant questions, and opportunities for stakeholder input. Stakeholders present at meetings include: staff, parents, and board of directors.</p> <p>This year, we facilitated parent, community, and teacher surveys. The data collected from these surveys was communicated to the various stakeholder groups and is being used for reporting, planning and decision making.</p> <p>Our meeting dates are communicated via email, weekly folders home and Facebook. This year’s communication opportunities occurred as follows:</p>	<p>Stakeholder groups participated in online, anonymous surveys which allowed them to prioritize needs in areas based on the 8 state priority areas. They were also 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.</p> <p>The resulting data was analyzed and provided a big picture of stakeholder perspective on their desires for parents, staff and board at GVA. The trends in survey data correlated with last year’s overall trends.</p> <p>The combined resulting information drove the development of the goals and actions/services in our Local Control Accountability Plan. Since the trends were aligned with last year’s data, we maintained the goals and activities as documented last year. See Annual Update section below for revisions and additions to our plan.</p> <p>GVA will continue to meet with stakeholders, as well as solicit input on progress towards LCAP goals.</p>
<p>Parent Meetings</p>	
<p>9.10.15 1.12.16 1.26.16</p>	
<p>3.15.16 3.23.16 4.15.16</p>	
<p>4.22.16 5.3.16</p>	
<p>Get Involved Group (Parent volunteers)</p>	
<p>8.3.15 9.14.15 10.5.15</p>	
<p>11.2.15 12.7.15 1.11.16</p>	
<p>2.1.16 3.7.16 4.4.16</p>	
<p>5.2.16</p>	
<p>LCAP specific meetings (including board meeting)</p>	
<p>9.10.15 3.15.16 6.27.16</p>	

Annual Update:

Great Valley Academy has a unique demographic composition:

-48.3% unduplicated pupils which includes 44.7% of students that are qualifying for free and reduced lunch. The remaining break out as follows:

- *7.3% English Learners
- *0% Foster Youth

Throughout the 2015-16 school year, we have been engaged in ongoing conversations with stakeholders. Opportunities to provide input are available at all meetings during the year; this includes meetings detailed above as well as twice monthly staff meetings.

Survey data was collected during the months of March and April. The results and related needs drove the changes for the 2016-2018 LCAP.

The LCAP and budget for 2016-2017 were submitted and approved at the board meeting held on June 27, 2016. The approved LCAP and budget were immediately submitted to our authorizer. LCAP is posted on Great Valley Academy-Modesto website.

Annual Update:

Survey data was analyzed and the top 3 priorities of parents are:

- Retaining highly qualified teachers
- Positive school climate
- Student access to core subjects that prepare them for High School

The following updates were made to the LCAP for years 2016-2018 :

Goal 1

Continue focusing on English Learners by maintaining ELL campus leads and providing them with additional ELD/ELL professional development and other resources. Campus leads will cross train the remaining staff to ensure EL's are supported in each classroom.

Continue developing teacher mentor program, provide more defined structure and opportunities to collaborate and observe other teachers.

Continue additional focus on facilities maintenance and improvements; maintain facilities rating of 'Good' or better.

Goal 2

Continue development of parent driven volunteer program. Facilitate process that allows parent liaison to coordinate ongoing, consistent, parent volunteers.

Continue to host various stakeholder meetings, and family centered activities, including a parent education session.

Continue to provide professional development opportunities in character development, expand offerings to include parents.

Continually assess and improve student assistance program, implement change as necessary to meet student needs.

	<p>Continue onsite training and staff development related to integration of Quality Schools philosophy.</p> <p>Continue to provide opportunities to attend quality professional development.</p> <p>Maintain an onsite school lunch program benefitting all students and providing focused opportunity for low income students to have access to free or reduced price lunch.</p>
--	---

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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 schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

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

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

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite 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 schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL 1	Great Valley Academy 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 <u> x </u> 2 <u> x </u> 3 <u> </u> 4 <u> x </u> 5 <u> x </u> 6 <u> </u> 7 <u> x </u> 8 <u> x </u> 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 have significant number of Foster Youth Pupils or Redesignated English Proficient Pupils.	
LCAP Year 1: 2016-2017			

<p>Expected Annual Measurable Outcomes:</p>	<p>Increased/improved student academic results will be measured by:</p> <ul style="list-style-type: none">❖ CAASPP test performance❖ Local assessment performance❖ API (when reinstated)❖ Percentage of students who have made progress toward English Proficiency❖ Rate of students Reclassified as Fluent English Proficient (RFEP) <p>Great Valley Academy is not a high school, so high school metrics for priority 4 are not applicable.</p> <p>Teachers will be appropriately assigned and fully credentialed, as applicable to charter schools.</p> <p>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.</p> <p>English Learners (EL) will be assessed annually until they are reclassified as Fluent English Proficient (RFEP).</p> <p>Access to Broad Course of Study and Instructional Materials will be provided.</p> <p>The areas of technology, curriculum and instructional resources will continue to be examined and expanded, with changes being implemented based on identified need.</p> <p>Metric Baselines:</p> <ul style="list-style-type: none">❖ CAASPP baseline; 37% meet/exceed standards in English/Language Arts, 24% meet/exceed standards in Math❖ Local assessment; 52% reached projected growth in Math, 52% in Reading and 45% in English/Language Arts❖ CELDT is used to calculate baseline data on EL's and RFEP's; 7.3% of students qualified as EL's, 29% RFEP❖ 2014-2015 Stakeholder feedback showed top 3 priorities as 1) Retaining highly qualified teachers 2) Access to core subjects 3) Positive school climate❖ Facilities rated good on 2014-15 SARC❖ API baseline will be determined when reinstated <p>Metric data will include: CAASPP test results, Local assessments, CELDT test results, stakeholder feedback and SARC data. The 2014-2015 results will be used as baseline metrics.</p>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)</p>	<p>Outside services cost Induction program cost \$6,000 LCFF</p>
<p>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.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>Professional development courses, consultants, materials and substitute costs \$30,000 LCFF</p>
<p>1.3 Provide teacher support by supplying mentors and peer observation time (protected time).</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____</p>	<p>Provide substitutes to allow for protected mentoring and observation time \$5,000 LCFF</p>

<p>1.4 Continue to integrate Common Core State Standards based instructional resources. This includes curriculum, online and other relevant resources.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils</p> <p><input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth</p> <p><input type="checkbox"/>_Redesignated fluent English proficient Other</p> <p>Subgroups: Pupils with disabilities</p>	<p>Purchase Common Core aligned instructional resources \$50,000 LCFF</p>
<p>1.5 Provide students with intervention/enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils</p> <p><input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth</p> <p><input type="checkbox"/>_Redesignated fluent English proficient Other</p> <p>Subgroups: Pupils with disabilities</p>	<p>1 FTE Reading Intervention Teacher 1 FTE Math Intervention Teacher \$125,000 LCFF</p>
<p>1.6 Maintain wireless internet infrastructure and security.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils</p> <p><input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth</p> <p><input type="checkbox"/>_Redesignated fluent English proficient Other</p> <p>Subgroups: Pupils with disabilities</p>	<p>.50 FTE Computer Technician Ongoing professional development/consulting and resources \$25,000 LCFF</p>
<p>1.7 Maintain oversight of ongoing technology plan and supporting devices. Assess, monitor, support and grow school technological resources.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils</p> <p><input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth</p> <p><input type="checkbox"/>_Redesignated fluent English proficient Other</p> <p>Subgroups: Pupils with disabilities</p>	<p>Purchase of computers, Chromebooks, storage/charging solutions, warranties and related software \$25,000 LCFF</p>

<p>1.8 Increase staff understanding of ELD/ELL strategies to facilitate instruction for English Learners. Appoint campus EL lead staff members.</p>	<p>Charter Wide</p>	<p><u>_X_ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>Professional Development Provide substitutes for coverage \$5,000 LCFF</p>
<p>1.9 Facilities will be maintained to provide a safe and healthy learning environment.</p>	<p>Charter Wide</p>	<p><u>_X_ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>Facilities repair and maintenance \$75,000 LCFF</p>
<p>1.10 Provide resource staff with specific professional development opportunities. Purchase of resources specific to meet the needs of our students with disabilities.</p>	<p>Charter Wide</p>	<p><u>_X_ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>Professional Development and instructional resources \$3,000 LCFF</p>

<p>EL 1.1 Provide students with intervention/enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's.</p>	<p>Charter Wide</p>	<p>ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>See 1.5 above</p>
<p>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.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>See 1.2 above</p>
<p>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.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____ _____</p>	<p>Purchase Common Core aligned instructional resources specific to EL's. \$5,000 LCFF</p>
<p>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.</p>	<p>Charter Wide</p>	<p>ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____</p>	<p>See 1.8 above</p>

GOAL 1	Great Valley Academy 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 <u>x</u> 2 <u>x</u> 3 <u> </u> 4 <u>x</u> 5 <u>x</u> 6 <u> </u> 7 <u>x</u> 8 <u>x</u> 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 have significant number of Foster Youth Pupils or Redesignated English Proficient Pupils.	
LCAP Year 2: 2017-2018			

<p>Expected Annual Measurable Outcomes:</p>	<p>Increased/improved student academic results will be measured by:</p> <ul style="list-style-type: none"> ❖ CAASPP test performance ❖ Local assessment performance ❖ API (when reinstated) ❖ Percentage of students who have made progress toward English Proficiency ❖ Rate of students Reclassified as Fluent English Proficient (RFEP) <p>Great Valley Academy is not a high school, so high school metrics for priority 4 are not applicable.</p> <p>Teachers will be appropriately assigned and fully credentialed, as applicable to charter schools.</p> <p>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.</p> <p>English Learners (EL) will be assessed annually until they are reclassified as Fluent English Proficient (RFEP).</p> <p>Access to Broad Course of Study and Instructional Materials will be provided.</p> <p>The areas of technology, curriculum and instructional resources will continue to be examined and expanded, with changes being implemented based on identified need.</p> <p>Metric Baselines:</p> <ul style="list-style-type: none"> ❖ CAASPP baseline; 37% meet/exceed standards in English/Language Arts, 24% meet/exceed standards in Math ❖ Local assessment; 52% reached projected growth in Math, 52% in Reading and 45% in English/Language Arts ❖ CELDT is used to calculate baseline data on EL's and RFEP's; 7.3% of students qualified as EL's, 29% RFEP ❖ 2014-2015 Stakeholder feedback showed top 3 priorities as 1) Retaining highly qualified teachers 2) Access to core subjects 3) Positive school climate ❖ Facilities rated good on 2014-15 SARC ❖ API baseline will be determined when reinstated <p>Metric data will include: CAASPP test results, Local assessments, CELDT test results, stakeholder feedback and SARC data. The 2014-2015 results will be used as baseline metrics.</p>
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)</p>	<p>Induction program cost \$10,000 LCFF</p>
<p>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.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>Professional development courses, consultants, materials and substitute costs \$40,000 LCFF</p>
<p>1.3 Provide teacher support by supplying mentors and peer observation time (protected time).</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____</p>	<p>Provide substitutes to allow for protected mentoring and observation time \$10,000 LCFF</p>

<p>1.4 Continue to integrate Common Core State Standards based instructional resources. This includes curriculum, online and other relevant resources.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>Purchase Common Core aligned instructional resources \$40,000 LCFF</p>
<p>1.5 Provide students with intervention/enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>1 FTE Reading Intervention Teacher 1 FTE Math Intervention Teacher .65 FTE Teacher's Aide \$140,000 LCFF</p>
<p>1.6 Maintain wireless internet infrastructure and security.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>.50 FTE Computer Technician Ongoing professional development/consulting and resources \$32,000 LCFF</p>
<p>1.7 Maintain oversight of ongoing technology plan and devices. Assess, monitor, support and grow school technological devices.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>Purchase of computers, Chromebooks, storage/charging solutions, warranties and related software \$25,000 LCFF</p>

<p>1.8 Increase staff understanding of ELD/ELL strategies to facilitate instruction for English Learners. Appoint campus EL lead staff members.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils</p> <p><input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth</p> <p><input type="checkbox"/>_Redesignated fluent English proficient Other</p> <p>Subgroups: Pupils with disabilities</p>	<p>Professional Development</p> <p>Provide substitutes for coverage</p> <p>\$7,500 LCFF</p>
<p>1.9 Facilities will be maintained to provide a safe and healthy learning environment</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils</p> <p><input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth</p> <p><input type="checkbox"/>_Redesignated fluent English proficient Other</p> <p>Subgroups: Pupils with disabilities</p>	<p>Facilities repair and maintenance</p> <p>Additional 1 FTE Maintenance staff</p> <p>Classified Salaries and Benefits</p> <p>\$65,000 LCFF</p>

<p>EL 1.1 Provide students with intervention/enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>See 1.5 above</p>
<p>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.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>See 1.2 above</p>
<p>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.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____</p>	<p>Purchase Common Core aligned instructional resources specific to EL's. \$5,000 LCFF</p>
<p>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.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p>_____</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____</p>	<p>See 1.8 above</p>

GOAL 1	Great Valley Academy 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 <u>x</u> 2 <u>x</u> 3 <u> </u> 4 <u>x</u> 5 <u>x</u> 6 <u> </u> 7 <u>x</u> 8 <u>x</u> COE only: 9 <u> </u> 10 <u> </u> 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 have significant number of Foster Youth Pupils or Redesignated English Proficient Pupils.	
LCAP Year 3: 2018-2019			

<p>Expected Annual Measurable Outcomes:</p>	<p>Increased/improved student academic results will be measured by:</p> <ul style="list-style-type: none"> ❖ CAASPP test performance ❖ Local assessment performance ❖ API (when reinstated) ❖ Percentage of students who have made progress toward English Proficiency ❖ Rate of students Reclassified as Fluent English Proficient (RFEP) <p>Great Valley Academy is not a high school, so high school metrics for priority 4 are not applicable.</p> <p>Teachers will be appropriately assigned and fully credentialed, as applicable to charter schools.</p> <p>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.</p> <p>English Learners (EL) will be assessed annually until they are reclassified as Fluent English Proficient (RFEP).</p> <p>Access to Broad Course of Study and Instructional Materials will be provided.</p> <p>The areas of technology, curriculum and instructional resources will continue to be examined and expanded, with changes being implemented based on identified need.</p> <p>Metric Baselines:</p> <ul style="list-style-type: none"> ❖ CAASPP baseline; 37% meet/exceed standards in English/Language Arts, 24% meet/exceed standards in Math ❖ Local assessment; 52% reached projected growth in Math, 52% in Reading and 45% in English/Language Arts ❖ CELDT is used to calculate baseline data on EL's and RFEP's; 7.3% of students qualified as EL's, 29% RFEP ❖ 2014-2015 Stakeholder feedback showed top 3 priorities as 1) Retaining highly qualified teachers 2) Access to core subjects 3) Positive school climate ❖ Facilities rated good on 2014-15 SARC ❖ API baseline will be determined when reinstated <p>Metric data will include: CAASPP test results, Local assessments, CELDT test results, stakeholder feedback and SARC data. The 2014-2015 results will be used as baseline metrics.</p>
---	--

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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)	Induction program cost \$10,000 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Purchase Common Core aligned instructional resources \$50,000 LCFF

<p>1.5 Provide students with intervention/enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>1 FTE Reading Intervention Teacher 1 FTE Math Intervention Teacher 1 FTE Teacher's Aide \$175,000 LCFF</p>
<p>1.6 Maintain wireless internet infrastructure and security.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>.50 FTE Computer Technician Ongoing professional development/consulting and resources \$30,000 LCFF</p>
<p>1.7 Maintain oversight of ongoing technology plan and supporting devices. Assess, monitor, support and grow school technological devices.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>Purchase of computers, Chromebooks, storage/charging solutions, warranties and related software \$25,000 LCFF</p>

<p>1.8 Increase staff understanding of ELD/ELL strategies to facilitate instruction for English Learners. Appoint campus EL lead staff members.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils</p> <p><input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth</p> <p><input type="checkbox"/>_Redesignated fluent English proficient Other</p> <p>Subgroups: Pupils with disabilities</p>	<p>Professional Development</p> <p>Provide substitutes for coverage</p> <p>\$7,500 LCFF</p>
<p>1.9 Facilities will be maintained to provide a safe and healthy learning environment</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils</p> <p><input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth</p> <p><input type="checkbox"/>_Redesignated fluent English proficient Other</p> <p>Subgroups: Pupils with disabilities</p>	<p>Facilities repair and maintenance</p> <p>\$30,000 LCFF</p>

<p>EL 1.1 Provide students with intervention/enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>See 1.5 above</p>
<p>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.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>See 1.2 above</p>
<p>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.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)_____</p>	<p>Purchase Common Core aligned instructional resources specific to EL's. \$1,000 LCFF</p>
<p>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.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other</p>	<p>See 1.8 above</p>

<p>GOAL 2</p>	<p>Great Valley Academy 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.</p>	<p>Related State and/or Local Priorities: 1__2__3_x_4__5_x_6_x_7__ 8__ COE only: 9 10 Local : Specify</p>
<p>Identified Need :</p>	<p>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.</p>	
<p>Goal Applies to:</p>	<p>Schools: Charter Wide Applicable Pupil Subgroups:</p>	<p>All pupil subgroups, English Learners, Low Income Pupils, Pupils with disabilities. Charter school does not have significant number of Foster Youth Pupils or Redesignated English Proficient Pupils.</p>
<p>LCAP Year 1: 2016-2017</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Increased/improved parent/student/community engagement will be measured by:</p> <ul style="list-style-type: none"> ❖ Increased parent participation/involvement levels ❖ Increased student attendance rates ❖ Decreased chronic absenteeism ❖ Decreased suspension rates ❖ Maintain 0 expulsions ❖ Maintain 0 Jr. High dropouts <p>Great Valley Academy is not a high school, so high school metrics for priority 5 are not applicable.</p> <p>Continued provision of parent volunteer program, stakeholder meetings, family centered events, professional development focused on character and Quality Schools, campus based student support services. Begin provision of campus based lunch services.</p> <p>Metric Baselines:</p> <ul style="list-style-type: none"> ❖ Parent participation – 270 parent volunteers for school events in 2015-2016 ❖ End of year attendance rate 2014-2015 – 94.96% ❖ End of year suspension rate 2014-2015 – 4.4% ❖ End of year expulsion rate 2014-2015 – 0% ❖ End of year Jr. High dropout rate 2014-2015 – 0% <p>Metric data will include: Stakeholder feedback, enrollment and attendance data.</p>	

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.	Charter Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)	Supplies, communication meetings .25 FTE Parent Liaison \$8,000 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Supplies and onsite childcare \$1,000 LCFF
2.3 Host family centered social activities. Encourage family engagement and interest in campus/student activities.	Charter Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)	Supplies and equipment \$4,000 LCFF
2.4 Provide students with access to onsite support services (Student Assistance Specialist). Clarify student needs to ensure appropriate access and alignment of services.	Charter Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: Pupils with	Contracted Student Assistance Specialist services \$25,000 LCFF

<p>2.5 Provide character education to teachers, students and parents. Focus on character development for students (bullying prevention).</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <hr/> <p>OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>Training, materials and supplies \$4,000 LCFF</p>
<p>2.6 Quality Schools Philosophy integrated in school culture. Assess needs, create plan and follow through with implementation.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <hr/> <p>OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>Training, materials and supplies \$4,000 LCFF</p>
<p>2.7 Maintain an onsite school lunch program benefitting all students, providing focused opportunity for qualifying students to have access to free or reduced price lunch.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <hr/> <p>OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>Purchase of initial startup equipment and site upgrades. Ongoing staff costs and meal costs. \$25,000 LCFF</p>

<p>LI 2.1 Host family centered social activities. Encourage family engagement and interest in campus/student activities.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)</p>	<p>See 2.3 above</p>
<p>LI 2.2 Provide students with access to onsite support services (Student Assistance Specialist). Clarify student needs to ensure appropriate access and alignment of services.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)</p>	<p>See 2.4 above</p>
<p>LI 2.3 Create, implement and staff an onsite school lunch program benefitting all students, providing focused opportunity for qualifying students to have access to free or reduced price lunch.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>See 2.7 above</p>

<p>GOAL 2</p>	<p>Great Valley Academy 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.</p>	<p>Related State and/or Local Priorities: 1__2__3_x_4__5_x_6_x_7__ 8__ COE only: 9 10 Local : Specify</p>
<p>Identified Need :</p>	<p>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.</p>	
<p>Goal Applies to:</p>	<p>Schools: Charter Wide Applicable Pupil Subgroups:</p>	<p>All pupil subgroups, English Learners, Low Income Pupils, Pupils with disabilities. Charter school does not have significant number of Foster Youth Pupils or Redesignated English Proficient Pupils.</p>
<p>LCAP Year 2: 2017-2018</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Increased/improved parent/student/community engagement will be measured by:</p> <ul style="list-style-type: none"> ❖ Increased parent participation/involvement levels ❖ Increased student attendance rates ❖ Decreased chronic absenteeism ❖ Decreased suspension rates ❖ Maintain 0 expulsions ❖ Maintain 0 Jr. High dropouts <p>Great Valley Academy is not a high school, so high school metrics for priority 5 are not applicable.</p> <p>Continued provision of parent volunteer program, stakeholder meetings, family centered events, professional development focused on character and Quality Schools, campus based student support services. Begin provision of campus based lunch services.</p> <p>Metric Baselines:</p> <ul style="list-style-type: none"> ❖ Parent participation – 270 parent volunteers for school events in 2015-2016 ❖ End of year attendance rate 2014-2015 – 94.96% ❖ End of year suspension rate 2014-2015 – 4.4% ❖ End of year expulsion rate 2014-2015 – 0% ❖ End of year Jr. High dropout rate 2014-2015 – 0% <p>Metric data will include: Stakeholder feedback, enrollment and attendance data.</p>	

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.	Charter Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)	Supplies, communication meetings .25 FTE Parent Liaison \$10,000 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Supplies and onsite childcare \$1,000 LCFF
2.3 Host family centered social activities. Encourage family engagement and interest in campus/student activities.	Charter Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)	Supplies and equipment \$4,000 LCFF

<p>2.4 Provide students with access to onsite support services (Student Assistance Specialist). Clarify student needs to ensure access and alignment of services.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils</p> <p><input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth</p> <p><input type="checkbox"/>_Redesignated fluent English proficient Other</p> <p>Subgroups: Pupils with disabilities</p>	<p>Contracted Student Assistance Specialist services \$30,000 LCFF</p>
<p>2.5 Provide character education to teachers, students and parents. Focus on character development for students (bullying prevention).</p>	<p>Charter Wide</p>	<p><input type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils</p> <p><input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth</p> <p><input type="checkbox"/>_Redesignated fluent English proficient Other</p> <p>Subgroups: Pupils with disabilities</p>	<p>Training, materials and supplies \$4,000 LCFF</p>
<p>2.6 Quality Schools Philosophy integrated in school culture. Assess needs, create plan and follow through with implementation.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils</p> <p><input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth</p> <p><input type="checkbox"/>_Redesignated fluent English proficient Other</p> <p>Subgroups: Pupils with disabilities</p>	<p>Training, materials and supplies \$4,000 LCFF</p>
<p>2.7 Create, implement and staff an onsite school lunch program benefitting all students, providing focused opportunity for qualifying students to have access to free or reduced price lunch.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils</p> <p><input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth</p> <p><input type="checkbox"/>_Redesignated fluent English proficient Other</p> <p>Subgroups: Pupils with disabilities</p>	<p>Ongoing staff costs and meal costs. \$30,000 LCFF</p>

<p>LI 2.1 Host family centered social activities. Encourage family engagement and interest in campus/student activities.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)</p>	<p>See 2.3 above</p>
<p>LI 2.2 Provide students with access to onsite support services (Student Assistance Specialist). Clarify student needs to ensure access and alignment of services.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)</p>	<p>See 2.4 above</p>
<p>LI 2.3 Maintain an onsite school lunch program benefitting all students, providing focused opportunity for qualifying students to have access to free or reduced price lunch.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>See 2.7 above</p>

GOAL 2	Great Valley Academy 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 have significant number of Foster Youth Pupils or Redesignated English Proficient Pupils.
-------------------------	-----------------------	---

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	<p>Increased/improved parent/student/community engagement will be measured by:</p> <ul style="list-style-type: none"> ❖ Increased parent participation/involvement levels ❖ Increased student attendance rates ❖ Decreased chronic absenteeism ❖ Decreased suspension rates ❖ Maintain 0 expulsions ❖ Maintain 0 Jr. High dropouts <p>Great Valley Academy is not a high school, so high school metrics for priority 5 are not applicable.</p> <p>Continued provision of parent volunteer program, stakeholder meetings, family centered events, professional development focused on character and Quality Schools, campus based student support services. Begin provision of campus based lunch services.</p> <p>Metric Baselines:</p> <ul style="list-style-type: none"> ❖ Parent participation – 270 parent volunteers for school events in 2015-2016 ❖ End of year attendance rate 2014-2015 – 94.96% ❖ End of year suspension rate 2014-2015 – 4.4% ❖ End of year expulsion rate 2014-2015 – 0% ❖ End of year Jr. High dropout rate 2014-2015 – 0% <p>Metric data will include: Stakeholder feedback, enrollment and attendance data.</p>
---	---

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.	Charter Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)	Supplies, communication meetings .25 FTE Parent Liaison \$12,000 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: Pupils with disabilities	Supplies and onsite childcare \$2,000 LCFF
2.3 Host family centered social activities. Encourage family engagement and interest in campus/student activities.	Charter Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)	Supplies and equipment \$2,000 LCFF

<p>2.4 Provide students with access to onsite support services (Student Assistance Specialist). Clarify student needs to ensure access and alignment of services.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input checked="" type="checkbox"/>_X_Other Subgroups: Pupils with disabilities</p>	<p>\$35,000 LCFF</p>
<p>2.5 Provide character education to teachers, students and parents. Focus on character development for students (bullying prevention).</p>	<p>Charter Wide</p>	<p><input type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_x_Other Subgroups: Pupils with disabilities</p>	<p>Training, materials and supplies \$2,000 LCFF</p>
<p>2.6 Quality Schools Philosophy integrated in school culture. Assess needs, create plan and follow through with implementation.</p>	<p>Charter Wide</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>Training, materials and supplies \$2,000 LCFF</p>
<p>2.7 Maintain an onsite school lunch program benefitting all students, providing focused opportunity for qualifying students to have access to free or reduced price lunch.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>Ongoing staff costs and meal costs. \$50,000 LCFF</p>

<p>LI 2.1 Host family centered social activities. Encourage family engagement and interest in campus/student activities.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)</p>	<p>See 2.3 above</p>
<p>LI 2.2 Provide students with access to onsite support services (Student Assistance Specialist). Clarify student needs to ensure access and alignment of services.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)</p>	<p>See 2.4 above</p>
<p>LI 2.3 Maintain an onsite school lunch program benefitting all students, providing focused opportunity for qualifying students to have access to free or reduced price lunch.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>See 2.7 above</p>

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 schoolsites 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?

<p>Original GOAL from prior year LCAP: 1</p>	<p>Great Valley Academy will create an environment that provides quality education through a positive learning experience, facilitated by highly qualified personnel.</p>		<p>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 _____</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Charter Wide</p>	<p>Applicable Pupil Subgroups: All pupil subgroups, English Learners, Low Income Pupils, Pupils with disabilities. Charter school does not have significant number of Foster Youth Pupils or Redesignated English Proficient Pupils.</p>

<p>Expected Annual Measurable Outcomes:</p>	<p>Offer Beginning Teacher Support and Assessment induction program</p> <p>Provide professional development (certificated and classified)</p> <p>Teacher mentors and peer observation (protected time)</p> <p>Instructional resources, aligned with Common Core State Standards</p> <p>Student enrichment opportunities (Reading and Math)</p> <p>Wireless internet infrastructure</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Provided onsite support for first and second year teachers, covered the COE cost for induction program for 7 first and second year teachers.</p> <p>All teachers attended a full day CCSS English Language Arts on-site training provided by SCOE. 100% of teachers attended off site training on topics including CommonCore Math and English Language Arts, NGSS, Character Education, Close reading, technology. All paraprofessionals attended monthly trainings on topics including conscious discipline, guided reading, GreatValley Smart and Close reading. All were offered offsite training.</p> <p>Continued refining mentor and peer observation processes. 23 teachers were able to peer observe for at least 1 hour on 4 separate dates.</p> <p>Continuing to assess potential CCSS aligned instructional resources. Continued initial purchases of instructional resources supporting CCSS aligned instruction.</p> <p>Provided reading intervention support for 67 students Provided math intervention support for 68 students</p> <p>Developed and expanded wireless internet infrastructure by adding a new fiber optic line on campus, 2 point-to-point bridges and 2 new switches to bring connectivity to the homeschool location. 20 additional access points improved wi-fi connectivity throughout campus. The broadband connection was upgraded from 50/10Mbps to 75/15Mbps.</p>
---	--	---	--

<p>Expected Annual Measurable Outcomes:</p>	<p>Increased access to technology</p> <p>Increased/improved student academic results in CAASPP test performance</p> <p>Increased/improved student academic results in NWEA testing (grades 3-8)</p> <p>Increased rate of students Reclassified as Fluent English Proficient</p> <p>EL's progress towards overall proficiency</p> <p>Teachers will be appropriately assigned and fully credentialed, as applicable to charter schools.</p> <p>Access to Broad Course of Study and Instructional Materials</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Purchased an additional 386 Chromebooks, 32 teacher laptops, 386 sets of headphones, 7 carts and 1 Chromebox as a lunch order kiosk.</p> <p>37% of students met or exceeded standards in English/Language Arts in 2014-2015. 2015-2016 data not yet available.</p> <p>24% of students met or exceeded standards in math in 2014-2015. 2015-2016 data not yet available.</p> <p>Average percentage of students meeting or exceeding growth projections: Math: 52% Reading – 52% English Language Arts – 45%</p> <p>11% of EL's RFEP</p> <p>79% of EL's made progress towards overall v proficiency</p> <p>100% of all teachers are appropriately assigned and fully credentialed, as applicable to charter schools.</p> <p>Access to Broad Course of Study and Instructional Materials was provided.</p>
---	--	---	---

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Offer Beginning Teacher Support and Assessment induction program.	\$25,000	Provided onsite support for first and second year teachers, covered the COE cost for induction program for 7 first and second year teachers. Teachers were provided with 1-1 supervision & support, small group support, substitute coverage and peer observation opportunities.	\$23,295 LCFF
Scope of service: Charter Wide		Scope of service: Charter Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
1.2 Provide multi-tiered system of supports through professional development to certificated and classified staff (topics including, not limited to CCSS, technology)	\$40,000	All teachers attended a full day CCSS English Language Arts on-site training provided by SCOE. 100% of teachers attended off site training. Topics included Common Core Math and English Language Arts, NGSS, Character Education, Close reading, and technology. All paraprofessionals were offered off site as well as monthly trainings on topics including conscious discipline, guided reading, Great Valley Smart and Close reading.	\$25,507 LCFF
Scope of service: Charter Wide		Scope of service: Charter Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.3 Provide teachers with mentors and opportunities for peer observation (protected time)	\$10,000	Continued refining mentor and peer observation processes. 23 teachers were able to peer observe for at least 1 hour on 4 separate dates.	\$2,405 LCFF
Scope of service: Charter Wide		Scope of service: Charter Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
1.4 Provide staff with Common Core aligned instructional resources	\$40,000	Purchased Eureka Math for grades 1-8, Novel Sets/Books aligned to Engage NY grades 3 & 5-8, Pearson Interactive Science and Discovery Education Online Video/lessons. Continued research and exploration will continue in 2016-2017.	\$61,795 LCFF
Scope of service: Charter Wide		Scope of service: Charter Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Pupils with disabilities</u>	

LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
1.5 Provide students with enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's.		\$110,000	Reading intervention teacher (1 FTE) – Provided support for 67 students Math intervention teacher (1 FTE) – Provided support for 68 students		\$121,567 LCFF
Scope of service:	Charter Wide		Scope of service:	Charter Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____		
1.6 Provide wireless internet access upgrade		\$28,000	.5 FTE Computer Technician. 20 additional access points were purchased which improved wi-fi connectivity throughout campus. The broadband connection was upgraded to 75/15Mbps.		\$34,853 LCFF
Scope of service:	Charter Wide		Scope of service:	Charter Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____		

LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures
1.7 Provide additional technological access	\$25,000	With the addition of 386 Chromebooks and 386 sets of headphones, there are now 8 Chromebooks in 1 st and 2 nd grade classes and 3 rd through 8 th grade classes have rotating Chromebook carts with 31 Chromebooks per cart. 32 laptops were purchased for teachers as well as 7 additional carts. A Chromebox was also added as a lunch order kiosk.		\$147,429 LCFF
Scope of service:	Charter Wide	Scope of service:	Charter Wide	
<input checked="" type="checkbox"/> _x_ALL		<input checked="" type="checkbox"/> _x_ALL		
OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____		
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.	\$7,500	Appointed 1 campus EL Lead 3 teachers attended ELD training off-site.		\$1,655 LCFF
Scope of service:	Charter Wide	Scope of service:	Charter Wide	
<input checked="" type="checkbox"/> _x_ALL		<input checked="" type="checkbox"/> _x_ALL		
OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____		

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.9 Facilities will be maintained to provide a safe and healthy learning environment	\$30,000	Repair of heating and air conditioning units, the parking lot was re-stripped, repairs were completed on the roof and carpet replacement was done in some classrooms.	\$67,493 LCFF
Scope of service: Charter Wide		Scope of service: Charter Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures
EL1.1 Provide students with intervention/enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's.			See 1.5 above	
Scope of service:	Charter Wide		Scope of service:	Charter Wide
<input checked="" type="checkbox"/> _x_ALL			<input checked="" type="checkbox"/> _x_ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
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			See 1.2 above	
Scope of service:	Charter Wide		Scope of service:	Charter Wide
<input checked="" type="checkbox"/> _x_ALL			<input checked="" type="checkbox"/> _x_ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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.	\$5000	Currently assessing and reviewing instructional resources for potential integration.	\$0
Scope of service: Charter Wide		Scope of service: Charter Wide	
<input checked="" type="checkbox"/> _x_ALL		<input checked="" type="checkbox"/> _x_ALL	
OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
EL1.4 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		See 1.8 above	
Scope of service: Charter Wide		Scope of service: Charter Wide	
<input checked="" type="checkbox"/> _x_ALL		<input checked="" type="checkbox"/> _x_ALL	
OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Great Valley Academy will continue to monitor trends related to academic performance, access to PD, access to technology, teacher support and access to CCSS based instructional resources. These will be monitored in a number of ways; academic assessment, teacher, parent, student input and input/oversight from site administrators.</p> <p>Annual surveys will continue to be administered with results being evaluated for use in reporting, planning and decision making. Consistent stakeholder meetings will continue as additional opportunities to receive ongoing feedback.</p> <p>Began onsite school lunch service program. 23,907 healthy lunches were served with 19,381 (81%) going to free and reduced qualifying students.</p> <p>Additionally, we will continue additional support for or EL students by supporting site based EL leads. And, we will continue our support of pupils with disabilities by increasing professional development and specific instructional resources for our resource staff.</p>
---	---

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.

<p>Original GOAL from prior year LCAP: 2</p>	<p>Great Valley Academy 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.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5_x_ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Charter Wide</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All pupil subgroups, English Learners, Low Income Pupils, Pupils with disabilities. Charter school does not have significant number of Foster Youth Pupils or Redesignated English Proficient Pupils.</p>	

<p>Expected Annual Measurable Outcomes:</p>	<p>Quality Schools Philosophy integrated in school culture</p> <p>End of year attendance rate</p> <p>End of year chronic absenteeism rate</p> <p>End of year suspension rate</p> <p>End of year expulsion rate</p> <p>End of year Jr. High dropouts rate</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>The entire staff attended an in-service day on Glasser Quality Schools philosophy</p> <p>100% of responding parents have children that feel safe at school.</p> <p>97% of responding parents have children that always or most times are happy to come to school</p> <p>Teachers enjoy working at GVA (3.8 out of 4; average score)</p> <p>90% of responding parents agree that teachers care about their students</p> <p>Attendance rate 2014/2015 – 94.96% Attendance rate 2015/2016 – 95.35%</p> <p>Chronic absenteeism rate 2014/15 – 8.4% Chronic absenteeism rate 2015/2016 – 7.1%</p> <p>Suspension rate 2014/2015 – 4.4% Suspension rate 2015/2016 – 3.2%</p> <p>Expulsion rate 2014/2015 – 0% Expulsion rate 2015/2016 – 0%</p> <p>Jr. High dropout rate – 2014/2015 - 0% Jr. High dropout rate – 2015-2016 - 0%</p>
---	--	---	--

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1 Implement parent volunteer program (provides structure and definition)	\$6,800	.25 FTE Parent Liaison Held 11 volunteer run events throughout the year with the help of over 250 volunteers.	\$7,155 LCFF
Scope of service: Charter Wide		Scope of service: Charter Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	
2.2 Host regular meetings for parents and other stakeholders	\$4,000	Parent Meetings 9.11.14 10.8.14 10.28.14 11.18.14 12.4.14 1.29.15 4.30.15 5.19.15 Get Involved Group (Parent volunteers) 9.2.14 10.7.14 11.4.14 12.2.14 1.6.15 2.2.15 4.13.15 5.4.15 6.1.15 LCAP specific meetings (including board meeting) 4.23.15 4.27.15 6.28.15	\$60 LCFF
Scope of service: Charter Wide		Scope of service: Charter Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)_____	

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.3 Host family centered social activities	\$4,000	Several centered activities were hosted including Meet N Greet, Grandparents Day, Jog-A-Thon, Fitness Night, Movie Night, Dia Latino en GVA, Mother/Son Event, Superhero Day, Yogurt Mill Day, Norman Foote Concert with GVA Students at the Gallo Center, Dinner Night Out and the Jump for Heart event.	\$3,331 LCFF
Scope of service:	Charter Wide	Scope of service:	Charter Wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2.4 Provide students with access to onsite Student Assistance program	\$40,000	Access to onsite student assistance services provided 3 days/week. 51 students were seen. Group service and emergency counseling service also provided if necessary	\$25,428 LCFF
Scope of service:	Charter Wide	Scope of service:	Charter Wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.5 Provide character education to teachers, students and parents	\$8,000	Students are given Character Education on a daily basis in class. Parents receive information and education through emails and parent/teacher meetings.	\$1,577 LCFF
Scope of service: Charter Wide		Scope of service: Charter Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2.6 Quality Schools Philosophy integrated in school culture	\$8,000	Engaged onsite trainer to begin Glasser Quality Schools training.	\$1,625 LCFF
Scope of service: Charter Wide		Scope of service: Charter Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.7 Create, implement and staff an onsite school lunch program benefitting all students, providing focused opportunity for qualifying students to have access to free or reduced price lunch.	\$75,000	.5 FTE (2) Cafeteria staff Began onsite lunch service program. 23,907 healthy lunches were served with 19,381 (81%) going to free and reduced qualifying students.	\$50,002 LCFF

<p>LI 2.1 Host family centered social activities. Encourage family engagement and interest in campus/student activities.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)</p>	<p>See 2.3 above</p>
<p>LI 2.2 Provide students with access to onsite support services (Student Assistance Specialist). Clarify student needs to ensure appropriate access and alignment of services.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify)</p>	<p>See 2.4 above</p>
<p>LI 2.3 Create, implement and staff an onsite school lunch program benefitting all students, providing focused opportunity for qualifying students to have access to free or reduced price lunch.</p>	<p>Charter Wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: Pupils with disabilities</p>	<p>See 2.7 above</p>

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Great Valley Academy will continue to monitor trends related to campus climate, stakeholder engagement opportunities, character development, student assistance services and family centered activities. These trends will be monitored in a number of ways; teacher, parent, student input and input/oversight from site administrators.</p> <p>Annual surveys will continue to be administered with results being evaluated for use in reporting, planning and decision making. Consistent stakeholder meetings will continue as additional opportunities to receive ongoing feedback.</p> <p>Changes to actions and services will be made based on stakeholder feedback and school site needs.</p> <p>GVA will continue to facilitate stakeholder meetings to allow for maximum participation and input. Family centered activities will continue and we will add a CCSS parent help session during 2016-2017. Student Assistance service provision will continue to be monitored to ensure most effective delivery method with the broadest access. Character education will be provided, and a specific component will be added to focus on positive character development (to address the prevention of bullying). Quality Schools philosophy training and resources will be provided as we continue to integrate and as we continue professional development (part of a 3 year process) at our site.</p>
---	--

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:	\$ <u>439,149</u>
<p>Great Valley Academy will receive \$439,149 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.</p> <p>48.3% of Great Valley Academy students are 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.</p> <p>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.</p> <p>Stakeholder input and identified need have driven the inclusion of the following areas into the LCAP:</p> <ul style="list-style-type: none"> • Teacher, student and parent support in the Common Core State Standards • Continued professional development and staff support • Maintaining facilities consistent with "good" rating • Continued access to technology supported by stable infrastructure • Teacher and student support for English Learners • Maintenance of onsite lunch program (targeted benefit to free and reduced price qualifying students) • Continued 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.

6.67	%
------	---

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

GVA has 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 opportunities for LI students:

- Maintenance of onsite lunch program
- Continuation of campus based Student Assistance program
- Continuation 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 schoolyears 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 schoolyears 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]