

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Great Valley Academy - Modesto		
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2017-20 Plan Summary

THE STORY

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

Great Valley Academy Modesto (GVA) campus serves approximately 900 K-8 students. We are located in Modesto, Stanislaus County and are authorized by the Stanislaus County Office of Education. We have been serving students for 9 years, and this year graduated our first “original” students (Kindergartners starting with us in our first year of operation).

GVA's student population consists of approximately 7% English Learners, and 46% Socioeconomically Disadvantaged students.

We are in the process of completing a 5 year strategic plan, and our resulting vision and mission statements are as follows:

Vision Statement

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

Mission Statement

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills, and positive character traits to achieve their greatest potential.

LCAP HIGHLIGHTS

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

In this year's LCAP, GVA has maintained consistency in retaining the goals as currently being addressed.

The actions and services have remained mostly the same; we have included an increased investment in support of our English Learners by moving forward with a series of intensive professional development and coaching offerings in SDAIE.

We are currently in the final stages of a five year strategic planning process, and will use that to drive next year's LCAP process.

REVIEW OF PERFORMANCE

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

The item from GVA's Dashboard report that we are most proud of, is our English Learner progress. We have designated an EL lead teacher and have increased access to professional development opportunities in support of our EL students. We will continue to develop the infrastructure focusing on EL student support.

Our local indicator performance areas (2016-2017 school year) of note are:

270 parent volunteers

95% of parents report feeling welcome on campus

94% of parents report that their student always or most of the time is happy to come to school

97% of parents report that their student always or most of the time feel safe at school

87% of parents report that GVA meets or exceeds their expectations

GREATEST PROGRESS

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

GREATEST NEEDS

Based on GVA’s Dashboard results, our area of biggest need is a reduction in our suspension rate. Due to the timing of the data being used, we are able to look at the next year’s actual data, and have made a significant improvement in the suspension rate. We will continue to closely monitor the suspension numbers.

The next areas of need are in ELA and Math for students with disabilities. Both areas are below the performance category for all students. We are working on strategies to direct more targeted interventions for our SWD. Additionally, we will be providing ongoing development opportunities and instructional resources as needed to continue development of support for our SWD.

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

PERFORMANCE GAPS

The single student group with performance 2 levels below GVA’s all student group is our Students with Disabilities-Mathematics.

We are working on strategies to direct more targeted interventions with our SWD students. Additionally, we will be providing ongoing development opportunities and instructional resources as needed to continue development of support for our SWD.

INCREASED OR IMPROVED SERVICES

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

GVA's investment in creating and maintaining an onsite lunch program benefits all students, yet in 2016-2017, 84% (31,958) of the lunches served, went to our socioeconomically disadvantaged students. GVA will continue to invest in staff, instructional resources, professional development specific to supporting our English learners and we have no foster youth.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$7,045,855
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$627,500

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

The majority of our budget dollars are excluded from this document, only the budgeted expenses related to the LCAP planned actions/services are included.

The remaining budget dollars are allocated to:

- Certificated salaries
- Classified salaries
- Employee benefits
- Books and supplies
- Services and other operating expenses
- Capital expenses
- Facilities costs

\$7,045,855	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016–17

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

Goal 1

Great Valley Academy will create an environment that provides quality education through a positive learning experience, facilitated by highly qualified personnel.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increased/improved student academic results will be measured by:

- ❖ 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)

Great Valley Academy is not a high school, so high school metrics for priority 4 are not applicable.

Teachers will be appropriately assigned and fully credentialed, as applicable to charter schools.

Teachers and classified staff will be supported by offsite professional development opportunities, as well as regular onsite sessions. Offerings will continue to focus on CCSS, technology and other topics. Opportunities for specific EL strategies and ELD standards will be provided to campus EL leads.

ACTUAL

100% of all teachers are appropriately assigned and fully credentialed, as applicable to charter schools.

Teachers and classified staff were supported by professional development opportunities, as well as regular onsite sessions. These included diverse educational topics both onsite and offsite. Stanislaus County Office of Education staff presented onsite Professional Development including NGSS and STEAM. 96% of teachers participated in offsite Professional Development.

❖ Facilities rated good on 2014-2015 SARC

❖ API baseline will be determined when reinstated

Metric data will include: CAASPP test results, Local assessments, CELDT test results, stakeholder feedback and SARC data.

Facilities rated good on 2015/2016 SARC

California State Accountability System has replaced API.

ACTIONS / SERVICES

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

Action **1.1**

Actions/Services	<p>PLANNED</p> <p>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>ACTUAL</p> <p>Provided Induction services/support for 2 teachers. Provided TPSL opportunities for 2 long-term substitutes through the Stanislaus County Office of Education.</p>
Expenditures	<p>BUDGETED</p> <p>Outside services cost Induction program cost \$6,000 LCFF</p>	<p>ESTIMATED ACTUAL</p> <p>TPSL Support Induction program \$6,550 LCFF</p>

Action **1.2**

Actions/Services	<p>PLANNED</p> <p>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>ACTUAL</p> <p>Stanislaus County Office of Education staff was brought onsite to provide NGSS and STEAM integrated Lessons to all teachers. 96% of teachers also received off site professional development. Offsite professional development topics included STEM, Common Core Writing, Effective Teaching, Number Talks, ERWC, Engineering Basics and Physical Education.</p>
Expenditures	<p>BUDGETED</p> <p>Professional development courses, consultants, materials and substitute costs \$30,000 LCFF</p>	<p>ESTIMATED ACTUAL</p> <p>Provided teacher/staff support and growth opportunities by offering professional development opportunities. \$30,107.36 LCFF</p>

Action

1.3

Actions/Services

PLANNED
 Provide teacher support by supplying mentors and peer observation time (protected time).

ACTUAL
 25 teachers participated in peer observations. Substitutes were provided to allow for protected mentoring and observation time.

Expenditures

BUDGETED
 Provide substitutes to allow for protected mentoring and observation time
 \$5,000 LCFF

ESTIMATED ACTUAL
 Substitutes provided to allow for protected mentoring and observation time.
 \$8,681.27 LCFF

Action

1.4

Actions/Services

PLANNED
 Continue to integrate Common Core State Standards based instructional resources. This includes curriculum, online and other relevant resources.

ACTUAL
 Purchased Common Core Textbooks including American Reading Company 5th- 8th English Language Arts, Great Minds 3rd- 8th English Language Arts and Zoophonics Kindergarten/1st English Language Arts as well as Discovery Education Streaming License. Workbooks were purchased from Houghton Mifflin. These include modules supporting English Learners. Purchased Mastery Connect software which identifies levels of understanding, targets students for intervention, in order to improve learning and instruction (based on Common Core State Standards).

Expenditures

BUDGETED
 Purchase Common Core aligned instructional resources
 \$50,000 LCFF

ESTIMATED ACTUAL
 Purchased Common Core aligned instructional resources.
 \$145,762.12 LCFF

Action

1.5

Actions/Services

PLANNED
Provide students with intervention/enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's.

ACTUAL
Provided 96 students with intervention/enrichment opportunities in Math and 94 students in Reading Intervention. Additionally, 65 K-2 English Learners and Free & Reduced Qualifying students received intervention support.

Expenditures

BUDGETED
1 FTE Reading Intervention Teacher
1 FTE Math Intervention Teacher
\$125,000 LCFF

ESTIMATED ACTUAL
1 FTE Reading Intervention Teacher
1 FTE Math Intervention Teacher
\$135,732.71 LCFF

Action

1.6

Actions/Services

PLANNED
Maintain wireless internet infrastructure and security

ACTUAL
Maintained wireless internet infrastructure and security.

Expenditures

BUDGETED
.50 FTE Computer Technician
Ongoing professional development/consulting and resources
\$25,000 LCFF

ESTIMATED ACTUAL
.50 FTE Computer Technician
Ongoing professional development/consulting and resources.
\$33,147.38 LCFF

Action

1.7

Actions/Services

PLANNED
Maintain oversight of ongoing technology plan and supporting devices. Assess, monitor, support and grow school technological resources.

ACTUAL
Purchased additional Chromebooks. Increased/improved firewall, upgraded back-up server and increased storage.

Expenditures

BUDGETED
Purchase of computers, Chromebooks, storage/charging solutions, warranties and related software
\$25,000 LCFF

ESTIMATED ACTUAL
Purchased additional Chromebooks. Increased/improved firewall, upgraded back-up server and increased storage capacity.
\$59,811.65 LCFF

Action

1.8

Actions/Services

PLANNED
 Increase staff understanding of ELD/ELL strategies to facilitate instruction for English Learners.
 Appoint campus EL lead staff members.

ACTUAL
 EL lead staff attended ELD Professional Development. Lead teacher presented monthly “Quick Classroom Tips” at all staff meetings. Substitute provided, allowing lead & support staff to attend Professional Development.

Expenditures

BUDGETED
 Professional Development
 Provide substitutes for coverage

 \$5,000 LCFF

ESTIMATED ACTUAL
 Professional Development
 Provided substitutes for coverage

 \$2,412.55 LCFF

Action

1.9

Actions/Services

PLANNED
 Facilities will be maintained to provide a safe and healthy learning environment.

ACTUAL
 General ongoing facilities maintenance & repair including; replacement of classroom doors, HVAC repairs & maintenance, carpet replacement, repairs & cleaning, electrical upgrades & rewiring, plumbing upgrades and security system & motion upgrades. Campus Landscaping improvements were also completed.

Expenditures

BUDGETED
 Facilities repair and maintenance

 \$75,000 LCFF

ESTIMATED ACTUAL
 Facilities were repaired and maintained.

 \$81,781.67 LCFF

Action

1.10

Actions/Services

PLANNED
Provide resource staff with specific professional development opportunities. Purchase of resources specific to meet the needs of our students with disabilities.

ACTUAL
Professional Development topics attended include mental health, and school based SLP services. Instructional resources purchased include Ten Marks Premium Subscription, Read Naturally, Path to Reading and Moby Max, an online tool featuring individualized education plans for each student.

Expenditures

BUDGETED
Professional Development and instructional resources
\$3,000 LCFF

ESTIMATED ACTUAL
Professional Development and instructional resources
\$18,595.37 LCFF

Action **EL1.1**

Actions/Services	<p>PLANNED Provide students with intervention/enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's</p>	<p>ACTUAL See 1.5 above</p>
Expenditures	<p>BUDGETED See 1.5 above</p>	<p>ESTIMATED ACTUAL See 1.5 above</p>

Action **EL1.2**

Actions/Services	<p>PLANNED 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>ACTUAL See 1.2 above</p>
Expenditures	<p>BUDGETED See 1.2 above</p>	<p>ESTIMATED ACTUAL See 1.2 above</p>

Action

EL1.3

Actions/Services

PLANNED
Continue to integrate Common Core State Standards based instructional resources specific to EL's. This includes curriculum, online and other relevant resources

ACTUAL
Integrated in ELA curriculum purchased.

Expenditures

BUDGETED
Purchase Common Core aligned instructional resources specific to EL's.
\$5,000 LCFF

ESTIMATED ACTUAL
Purchased Common Core aligned instructional resources specific to EL's.
\$6,155 LCFF

Action

EL1.4

Actions/Services

PLANNED
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.

ACTUAL
See 1.8 above

Expenditures

BUDGETED
See 1.8 above

ESTIMATED ACTUAL
See 1.8 above

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Actions 1.1-1.3 relate specifically to teacher support and development in our effort to attract and retain highly qualified personnel. As we continue to implement these actions, our staff is provided with opportunities to learn and grow from experts in various subject matters, their peers, and mentor teachers.</p> <p>Actions 1.4-1.7 relate to supporting an environment that provides quality education, and provides a positive learning experience. As we continue to support the growth & development of CCSS resources, student academic support and onsite technology & infrastructure, we make progress towards our goal 1.</p> <p>Actions 1.8, EL 1.1-1.4, specifically relate to supporting our English Learners in their opportunity to receive a quality education, and experience a positive learning environment. As we invest in staff, instructional resources, and professional development in this area, we provide an improved opportunity for our students to make progress towards proficiency.</p> <p>Action 1.9 specifically relates to facilities maintenance as a contributing element of creating a safe environment in which students can learn.</p> <p>Action 1.10 specifically relates to supporting our Students with disabilities in their opportunity to receive a quality education, and a positive learning environment. As we invest in staff, instructional resources, and professional development in this area, we provide an improved opportunity for our students to make progress towards proficiency.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>As a result of continued implementation GVA's commitment to a safe, loved, learning environment and the implementation of the above actions, we have made the following progress:</p> <p>CAASPP- 6% increase in students meeting/exceeding standards in English/Language Arts 7% increase in students meeting/exceeding standards in Math</p> <p>NWEA-MAP (Local Assessment)- 74% of students showed growth from Fall to Winter in Math 75% showed growth from Fall to Winter in Reading 70% showed growth from Fall to Winter in Language Arts</p> <p>English Learner-Reclassification (RFEP)-3.2% increase</p> <p>English Learner-NWEA-MAP (Local Assessment)- 80% of students showed growth from Fall to Winter in Math 89% showed growth from Fall to Winter in Reading 67% showed growth from Fall to Winter in Language Arts</p> <p>Facilities overall rating-Good</p>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Higher than estimated cost of providing substitutes for mentoring/observation time (more teachers participating).

Higher than estimated cost of providing intervention staffing, internet infrastructure, facilities and maintenance.

Invested more than estimated in Common Core aligned resources.

Invested more than estimated in staff development and instructional resources in support of students with disabilities.

Spent less than estimated in staff development and more than estimated in common core aligned instructional resources in support of English learners.

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

Great Valley Academy is in the process of completing a five year strategic plan, which was not completed in time for this year's LCAP process. As a result, we anticipate some changes for next year's LCAP.

Annual Update

LCAP Year Reviewed: 2016–17

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

Goal 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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increased/improved parent/student/community engagement will be measured by:

- ❖ Increased parent participation/involvement levels
- ❖ Increased student attendance rates
- ❖ Decreased chronic absenteeism
- ❖ Decreased suspension rates
- ❖ Maintain 0 expulsions
- ❖ Maintain 0 Jr. High dropouts

Great Valley Academy is not a high school, so high school metrics for priority 5 are not applicable.

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

ACTUAL

Family Centered events including the following:
Fireworks Booth
Jog-A-Thon

provision of campus based lunch services.

Family Fitness night

Fall Boutique

Talent/Art Show

Book Fair

Peter Pan

End of Year Party

Ice Cream Meet & Greet

Father/Daughter Dance

Get Involved Group Parent Meetings were held on:

9/12/16

10/3/16

11/7/16

12/5/16

1/9/17

2/6/17

3/6/17

4/3/17

5/1/17

Parent Communication Meetings were held on:

9/8/16

10/18/16

1/24/17

2/2/17

2/7/17

2/9/17

2/11/17

2/13/17

2/23/17

5/2/17

LCAP specific meetings were held on:

2/17/17

2/23/17

6/5/17

Campus based student support services

62 students were served by Student Assistant Specialist-

319 individual sessions

18 group sessions

Student survey data-

70% of students often or always report feeling loved

86% of students often or always report feeling safe

89% of students often or always report feeling that their teacher cares about them

Parent survey data-

95% of parents report feeling welcome on campus

94% of parents report that their student always or most of the time is happy to come to school

97% of parents report that their student always or most of the time feel safe at school

87% of parents report that GVA meets or exceeds their expectations

Metric Baselines:

- ❖ 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%

There were a total 260 Parent volunteers in 2016-2017

End of year attendance rate 2015-2016 – 95.35%

End of year suspension rate 2015-2016 – 3.2%

End of year expulsion rate 2015-2016 – 0

End of year Jr. High dropout rate 2015-2016 - 0

Metric data will include: Stakeholder feedback, enrollment and attendance data.

ACTIONS / SERVICES

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

Action **2.1**

Actions/Services	<p>PLANNED Parent volunteer program structure and process. Continue to support growth of parent volunteer program.</p>	<p>ACTUAL Continued supporting growth of the parent volunteer program.</p>
Expenditures	<p>BUDGETED Supplies, communication meetings .25 FTE Parent Liaison \$8,000 LCFF</p>	<p>ESTIMATED ACTUAL .50 FTE Parent Liaison \$15,768.90 LCFF</p>

Action **2.2**

Actions/Services	<p>PLANNED Host regular meetings for parents and other stakeholders. Provide access and opportunities to engage in discussions regarding campus based needs.</p>	<p>ACTUAL Hosted regular meetings for parents and other stakeholders. Provided access and opportunities to engage in discussions regarding campus based needs.</p>
Expenditures	<p>BUDGETED Supplies and onsite childcare \$1,000 LCFF</p>	<p>ESTIMATED ACTUAL Supplies \$1,028.91 LCFF</p>

Action **2.3**

Actions/Services	<p>PLANNED Host family centered social activities. Encourage family engagement and interest in campus/student activities.</p>	<p>ACTUAL Hosted several family centered activities including: Father/Daughter dance, ice cream meet & greet and year end party in an effort to encourage family engagement and interest in campus/student activities. Began the use of Parent Square, a bilingual online tool that streamlines communication across all school administrators, teachers, site staff, committees and parents.</p>
Expenditures	<p>BUDGETED Supplies and onsite childcare \$4,000 LCFF</p>	<p>ESTIMATED ACTUAL Supplies \$6,383.30 LCFF</p>

Action **2.4**

Actions/Services	<p>PLANNED Provide students with access to onsite support services (Student Assistance Specialist). Clarify student needs to ensure appropriate access and alignment of services.</p>	<p>ACTUAL 62 students were served by Student Assistant Specialist;</p> <ul style="list-style-type: none"> • 319 individual sessions • 18 group sessions
Expenditures	<p>BUDGETED Contracted Student Assistance Specialist services \$25,000 LCFF</p>	<p>ESTIMATED ACTUAL Student Assistance Specialist through Center for Human Services \$28,653.75 LCFF</p>

Action

2.5

Actions/Services

PLANNED

Provide character education to teachers, students and parents. Focus on character development for students (bullying prevention)

ACTUAL

Character Education was provided to staff through professional development training. Character education for students was provided on a weekly basis through family meetings, and as needed through connecting room services. Trainings also included both on & offsite Conscious Discipline, Dealing with Difficult Students, and professional development through SCOE. Students were provided opportunities to attend bullying prevention, including Oskar & The Big Bully Battle at the Gallo Center as well as Friend to Friend through SCOE.

Expenditures

BUDGETED

Training, materials and supplies
\$4,000 LCFF

ESTIMATED ACTUAL

Training, materials & supplies
\$3,983.49 LCFF

Action

2.6

Actions/Services

PLANNED

Quality Schools Philosophy integrated in school culture. Assess needs, create plan and follow through with implementation.

ACTUAL

Off-site Teacher Professional Development included trainings with Glasser Quality Schools. On site multi-day quality schools Professional Development facilitated for all staff.

Expenditures

BUDGETED

Training, materials and supplies
\$4,000 LCFF

ESTIMATED ACTUAL

Training, materials & supplies
\$7,368.68 LCFF

Action

2.7

Actions/Services

PLANNED

Maintain an onsite school lunch program benefitting all students, providing focused opportunity for qualifying students to have access to free or reduced price lunch.

ACTUAL

Received Food Service Certification, purchased kitchen supplies, equipment and school snacks. Successfully passed California Department of Education School Nutrition Program Administrative Review.

Expenditures

BUDGETED

Purchase of initial startup equipment and site upgrades. Ongoing staff costs and meal costs.
\$25,000 LCFF

ESTIMATED ACTUAL

Purchase of equipment and ongoing staff and meals costs.

\$38,350.07 LCFF

Action **LI 2.1**

Actions/Services	<p>PLANNED Host family centered social activities. Encourage family engagement and interest in campus/student activities</p>	<p>ACTUAL See 2.3 above</p>
Expenditures	<p>BUDGETED See 2.3 above</p>	<p>ESTIMATED ACTUAL See 2.3 above</p>

Action **LI 2.2**

Actions/Services	<p>PLANNED Provide students with access to onsite support services (Student Assistance Specialist). Clarify student needs to ensure appropriate success and alignment of services.</p>	<p>ACTUAL See 2.4 above</p>
Expenditures	<p>BUDGETED See 2.4 above</p>	<p>ESTIMATED ACTUAL See 2.4 above</p>

Action **LI 2.3**

Actions/Services	<p>PLANNED 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>ACTUAL See 2.7 above</p>
Expenditures	<p>BUDGETED See 2.7 above</p>	<p>ESTIMATED ACTUAL See 2.7 above</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions 2.1-2.3, LI2.1 relate specifically to parent communication, support and engagement in our effort to create and maintain a family friendly environment, supporting all families, intending deeper reach to our socioeconomically disadvantaged students.

Action 2.4, LI2.2 relates to the provision of student support services, which aligns with our effort to provide supports for strong emotional help, with a focus on socioeconomically disadvantaged students.

Actions 2.5-2.6 relate specifically to support our fundamental pillars of character education and quality schools philosophy.

Action 2.7, LI2.3 is a foundational support in support of the entirety of goal 2, and primarily serves our socioeconomically disadvantaged students.

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

As a result of continued implementation of GVA's commitment to the creation of 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, we report the following impact:

10 family centered activities

20+ meetings, opportunities to share feedback

Student survey data-

70% of students often or always report feeling loved

86% of students often or always report feeling safe

89% of students often or always report feeling that their teacher cares about them

Parent survey data-

95% of parents report feeling welcome on campus

94% of parents report that their student always or most of the time is happy to come to school

97% of parents report that their student always or most of the time feel safe at school

87% of parents report that GVA meets or exceeds their expectations

Maintained 0 expulsions, and 0 Jr. High dropout

.39% increase in attendance rate

1.2% decrease in suspension rate

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Higher than estimated cost for staffing parent liaison position, increased from .25 to .50 FTE.
Higher than estimated cost of providing family centered events.
Invested more than estimated in student specialist services.
Invested more than estimated in staff development in support of Quality Schools.
Invested more than estimated in supplies and equipment in support of onsite lunch program.

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

Great Valley Academy is in the process of completing a five year strategic plan, which was not completed in time for this year's LCAP process. As a result, we anticipate some changes for next year's LCAP.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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.

This year, we facilitated parent, community, student 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. As a part of our strategic planning process, we hosted town hall style meetings to solicit input on GVA priorities. All of this information drives this year's LCAP and will drive the 5 year strategic plan.

Our meeting dates are communicated via email, Parent Square (bilingual communication tool), weekly folders home and Facebook. This year's face to face communication opportunities occurred as follows:

Parent Meetings were held on: 9/8/16, 10/18/16, 1/24/17, 2/2/17, 2/7/17, 2/9/17, 2/11/17, 2/13/17, 2/23/17 and 5/2/17.

Get Involved Group (Parent volunteers) Meetings were held on 9/12/16, 10/3/16, 11/7/16, 12/5/16, 1/9/17, 2/6/17, 3/6/17, 4/3/17 and 5/1/17.

LCAP specific meetings (including board meeting) were held on: 2/17/17, 2/23/17, 6/5/17, 6/26/17

All of these meetings consisted of information presentation, and time for input as well as time for questions to be answered.

IMPACT ON LCAP AND ANNUAL UPDATE

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

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.

The resulting data was analyzed and provided a big picture of stake holder perspective on their desires for parents, staff and board at GVA. The trends in survey data correlated with last year's overall trends. According to survey results, the top 3 priority areas are 1) ensure highly qualified teachers, 2) maintain positive school climate and 3) ensure access to core subjects.

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.

We are in the process of creating a strategic plan for Great Valley Academy. This intensive process is helping us to refine our vision and mission as a school, evaluate our processes and create a long term plan for growth.

GVA continues to meet with stakeholders, as well as solicit input on progress towards LCAP goals.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

Goal 1

Great Valley Academy will create an environment that provides quality education through a positive learning experience, facilitated by highly qualified personnel.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

High quality personnel, professional development, access to technology, and instructional resources.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP	37% meet/exceed standards in English/Language Arts 24% meet/exceed standards in Math	Increase of 1% in ELA Increase of 1% in Math		
Local assessment	52% reached projected growth in Math 52% reached projected growth in Reading 45% reached projected growth in English/Language	Increase of 1% in students meeting projected growth in Math Increase of 1% in students meeting projected growth in Reading Increase of 1% in students meeting projected growth in ELA		

	Arts			
CELDT	7.3% of students qualified as EL's 27.3% RFEP'd	Increase of 1% in students being REFP'd Increase of 1% in students making progress towards English proficiency		
Good Facilities Rating on SARC	Facilities were rated good on SARC	Facilities rated as good or better on SARC		
Teachers are appropriately assigned and credentialed as applicable to charter schools	All	Maintain		
Students (including English Learners) have access to state standards aligned instructional materials and performance standards as applicable to charter schools	Provided	Maintain		
Students have access to a broad course of study as applicable to GVA charter	Provided	Maintain		
API	Not Applicable	Not Applicable		
Students successfully completing courses	K-8 School Not applicable	K-8 School Not applicable		

satisfying college or career educational standards				
Students passing AP exam with 3 or higher	K-8 School Not applicable	K-8 School Not applicable		
Students demonstrating college preparedness pursuant to, the Early Assessment Program, or subsequent assessment of college preparedness	K-8 School Not applicable	K-8 School Not applicable		
Programs and services for unduplicated pupils and students with disabilities are developed and provided	Provided	Maintain		
State science test	Baseline determined 2018	Not applicable		
Physical Fitness-Healthy Fitness Zone (HFZ)	5 th grade; average of 6 areas 79.7% in HFZ 7 th grade; average of 6 areas 74.8% in HFZ	5 th grade Increase .5% 7 th grade Increase .5%		

PLANNED ACTIONS / SERVICES

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

Action **1.1**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Action 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.	N/A CHARTER SCHOOL 1 YEAR BUDGET	N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$12,000	Amount	Amount
Source LCFF	Source	Source
Budget Reference Induction program cost	Budget Reference	Budget Reference

Action **1.2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Action 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.	N/A CHARTER SCHOOL 1 YEAR BUDGET	N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$50,000	Amount	Amount
Source LCFF	Source	Source
Budget Reference Professional development courses, consultants, materials and substitute costs	Budget Reference	Budget Reference

Action **1.3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Action 1.3 Provide teacher support by supplying mentors and peer observation time (protected time).	N/A CHARTER SCHOOL 1 YEAR BUDGET	N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,000	Amount: _____	Amount: _____
Source: LCFF	Source: _____	Source: _____
Budget Reference: Provide substitutes to allow for protected mentoring and observation time	Budget Reference: _____	Budget Reference: _____

Action **1.4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Action 1.4 Continue to integrate Common Core State Standards based instructional resources. This includes curriculum, online and other relevant resources	N/A CHARTER SCHOOL 1 YEAR BUDGET	N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$70,000	Amount: _____	Amount: _____
Source: LCFF	Source: _____	Source: _____
Budget Reference: Purchase Common Core aligned instructional resources	Budget Reference: _____	Budget Reference: _____

Action **1.5**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Action 1.5 Provide students with intervention/enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's.	N/A CHARTER SCHOOL 1 YEAR BUDGET	N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$145,000	Amount	Amount
Source LCFF	Source	Source
Budget Reference 1.20 FTE Reading Intervention Teacher 1 FTE Math Intervention Teacher 1 FTE Teacher's Aide	Budget Reference	Budget Reference

Action **1.6**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Action 1.6 Maintain wireless internet infrastructure and security	N/A CHARTER SCHOOL 1 YEAR BUDGET	N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$32,000	Amount:	Amount:
Source: LCFF	Source:	Source:
Budget Reference: .50 FTE Computer Technician, Ongoing professional development/consulting and resources	Budget Reference:	Budget Reference:

Action **1.7**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Action 1.7 Maintain oversight of ongoing technology plan and supporting devices. Assess, monitor, support and grow school technological resources.	N/A CHARTER SCHOOL 1 YEAR BUDGET	N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$20,000	Amount _____	Amount _____
Source LCFF	Source _____	Source _____
Budget Reference Purchase of computers, Chromebooks, storage/charging solutions, warranties and related software	Budget Reference _____	Budget Reference _____

Action **1.8**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Action 1.8 Increase staff understanding of ELD/ELL strategies to facilitate instruction for English Learners. Appoint campus EL lead staff members.	N/A CHARTER SCHOOL 1 YEAR BUDGET	N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$2,500	Amount	Amount
Source LCFF	Source	Source
Budget Reference Professional Development, Provide substitutes for coverage	Budget Reference	Budget Reference

Action **1.9**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Action 1.9 Facilities will be maintained to provide a safe and healthy learning environment.	N/A CHARTER SCHOOL 1 YEAR BUDGET	N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$150,000	Amount:	Amount:
Source: LCFF	Source:	Source:
Budget Reference: Facilities repair and maintenance 1 FTE Maintenance staff, Classified Salaries and Benefits	Budget Reference:	Budget Reference:

Action **EL 1.1**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Action EL 1.1 Provide students with intervention/enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's

2018-19

New Modified Unchanged

N/A CHARTER SCHOOL 1 YEAR BUDGET

2019-20

New Modified Unchanged

N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18

Amount See 1.5 above

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **EL 1.2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Action 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.

N/A CHARTER SCHOOL 1 YEAR BUDGET

N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount See 1.2 above

Amount

Amount

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Action **EL 1.3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Action 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

N/A CHARTER SCHOOL 1 YEAR BUDGET

N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$1,000

Amount

Amount

Source LCFF

Source

Source

Budget Reference Purchase Common Core aligned instructional resources specific to EL's

Budget Reference

Budget Reference

Action **EL 1.4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Action EL 1.4 Increase staff understanding of ELD/ELL strategies to facilitate instruction for English Learners. Appoint campus EL lead staff members.

2018-19

New Modified Unchanged

N/A CHARTER SCHOOL 1 YEAR BUDGET

2019-20

New Modified Unchanged

N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18

Amount See 1.8 above

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

Goal 2

Great Valley Academy will create a family friendly environment where ongoing communication is facilitated; character education and thee quality school philosophy are fundamental pillars in the educational model and services and supports for strong emotional health are provided.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

High quality personnel, professional development, access to technology, and instructional resources.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
End of year attendance rate	2014-2015 – 94.96%	Maintain 95% attendance rate		
End of year suspension rate	2014-2015 – 4.4%	Decrease suspension rate by 1.2%		
End of year expulsion rate	2014-2015 - 0	Maintain 0 expulsions		
End of year Jr. High dropout rate	2014-2015 - 0	Maintain 0 drop outs		
End of year chronic absenteeism rate	2014-2015 – 17.52%	Decrease chronic absenteeism rate by .10%		

High School graduation and dropout rates	K-8 School Not applicable	K-8 School Not applicable		
End of year parent participation (number)	2014-2015 - 270	Maintain 270 parent participants		
Parent Survey (includes parents of unduplicated pupils and students with disabilities)	2014-2015 97% of responding parents feel welcomed at GVA 97% of responding parents have children that feel safe at school 96% of responding parents have children that always or most times are happy to come to school	Maintain baseline levels		

Action **2.1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Action 2.1 Parent volunteer program structure and process. Continue to support growth of parent volunteer program.	N/A CHARTER SCHOOL 1 YEAR BUDGET	N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$15,000	Amount: _____	Amount: _____
Source: LCFF	Source: _____	Source: _____
Budget Reference: Supplies, communication meetings, .50 FTE Parent Liaison	Budget Reference: _____	Budget Reference: _____

Action **2.2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Action 2.2 Host regular meetings for parents and other stakeholders. Provide access and opportunities to engage in discussions regarding campus based needs.	N/A CHARTER SCHOOL 1 YEAR BUDGET	N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,000	Amount:	Amount:
Source: LCFF	Source:	Source:
Budget Reference: Supplies and onsite childcare	Budget Reference:	Budget Reference:

Action **2.3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Action 2.3 Host family centered social activities. Encourage family engagement and interest in campus/student activities.	N/A CHARTER SCHOOL 1 YEAR BUDGET	N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000	Amount: _____	Amount: _____
Source: LCFF	Source: _____	Source: _____
Budget Reference: Supplies and equipment	Budget Reference: _____	Budget Reference: _____

Action **2.4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Action 2.4 Provide students with access to onsite support services (Student Assistance Specialist). Clarify student needs to ensure appropriate access and alignment of services.	N/A CHARTER SCHOOL 1 YEAR BUDGET	N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$35,000	Amount:	Amount:
Source: LCFF	Source:	Source:
Budget Reference: Contracted Student Assistance Specialist services	Budget Reference:	Budget Reference:

Action **2.5**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Action 2.5 Provide character education to teachers, students and parents. Focus on character development for students (including bullying prevention)	N/A CHARTER SCHOOL 1 YEAR BUDGET	N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$45,000	Amount: _____	Amount: _____
Source: LCFF	Source: _____	Source: _____
Budget Reference: Training, materials and supplies 1.5 FTE Classified staff & benefits	Budget Reference: _____	Budget Reference: _____

Action 2.6

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Action 2.6 Quality Schools Philosophy integrated in school culture. Assess needs, create plan and follow through with implementation.	N/A CHARTER SCHOOL 1 YEAR BUDGET	N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,000	Amount:	Amount:
Source: LCFF	Source:	Source:
Budget Reference: Training materials and supplies	Budget Reference:	Budget Reference:

Action **2.7**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Action 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.	N/A CHARTER SCHOOL 1 YEAR BUDGET	N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$30,000	Amount:	Amount:
Source: LCFF	Source:	Source:
Budget Reference: Ongoing staff costs, meal costs and equipment supplies.	Budget Reference:	Budget Reference:

Action **LI 2.1**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Action LI 2.1 Host family centered social activities. Encourage family engagement and interest in campus/student activities

N/A CHARTER SCHOOL 1 YEAR BUDGET

N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount See 2.3 above

Amount

Amount

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Action **LI 2.2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Action LI 2.2 Provide students with access to onsite support services (Student Assistance Specialist). Clarify student needs to ensure appropriate success and alignment of services.	N/A CHARTER SCHOOL 1 YEAR BUDGET	N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="See 2.4 above"/>	Amount <input type="text"/>	Amount <input type="text"/>
Source <input type="text"/>	Source <input type="text"/>	Source <input type="text"/>
Budget Reference <input type="text"/>	Budget Reference <input type="text"/>	Budget Reference <input type="text"/>

Action **LI 2.3**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Action 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.

N/A CHARTER SCHOOL 1 YEAR BUDGET

N/A CHARTER SCHOOL 1 YEAR BUDGET

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount See 2.7 above

Amount

Amount

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$541,231

Percentage to Increase or Improve Services:

8.32 %

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

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

Great Valley Academy will receive an estimated \$541,231 in LCFF grant funds. GVA is expending the LCFF grant funds as determined by the schools goals, in support of California's 8 priority areas.

As of census day 2016-2017, 37% of GVA students are identified as socioeconomically disadvantaged or English learners, all of the actions and services contained in this LCAP are being implemented on a LEA/School wide basis. Those principally directed towards our English learners and socioeconomically disadvantaged students are as follows:

Action EL 1.1 Provide students with intervention/enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's.

Action 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.

Action 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.

Action EL 1.4 Increase staff understanding of ELD/ELL strategies to facilitate instruction for English Learners. Appoint campus EL lead staff members.

Action LI 2.1 Host family centered social activities. Encourage family engagement and interest in campus/student activities.

Action LI 2.2 Provide students with access to onsite support services (Student Assistance Specialist). Clarify student needs to ensure appropriate success and alignment of services.

Action 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.

The use of LCFF grant fund dollars in supporting basic school operations, building school/staff capacity, improvement and expansion of instructional/technological resources, targeted parent outreach, provision of intervention services, student support services and free/reduced price lunches, effectively meet the needs of our unduplicated pupil count. Specifically, these services have a direct impact on our unduplicated pupils; we provide students with a quality educational program in a supportive environment, so they are able to make academic improvement. Based on our annual update, analysis of metrics and stakeholder feedback, expending funds on these services is the most effective use of the funds.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

[Plan Summary](#)

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

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

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

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

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

[Budget Summary](#)

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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