

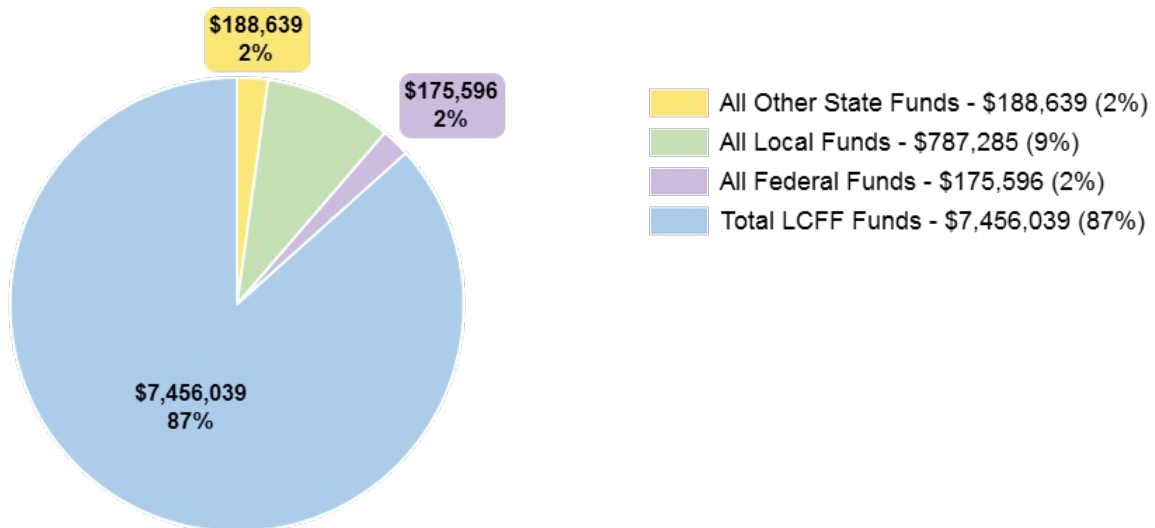
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Great Valley Academy - Salida
 CDS Code: 50712660124768
 Local Control and Accountability Plan (LCAP) Year: 2019-20
 LEA Contact Information: Leah Silvestre | l.silvestre@greatvalleyacademy.com | 209-576-2283

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

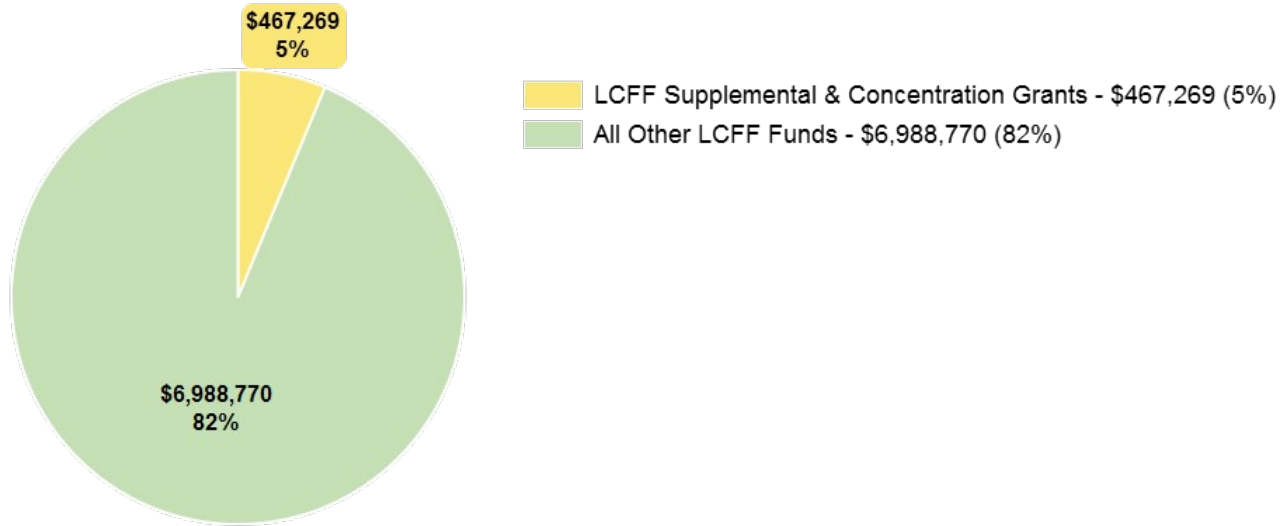
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$188,639	2%
All Local Funds	\$787,285	9%
All Federal Funds	\$175,596	2%
Total LCFF Funds	\$7,456,039	87%

Breakdown of Total LCFF Funds



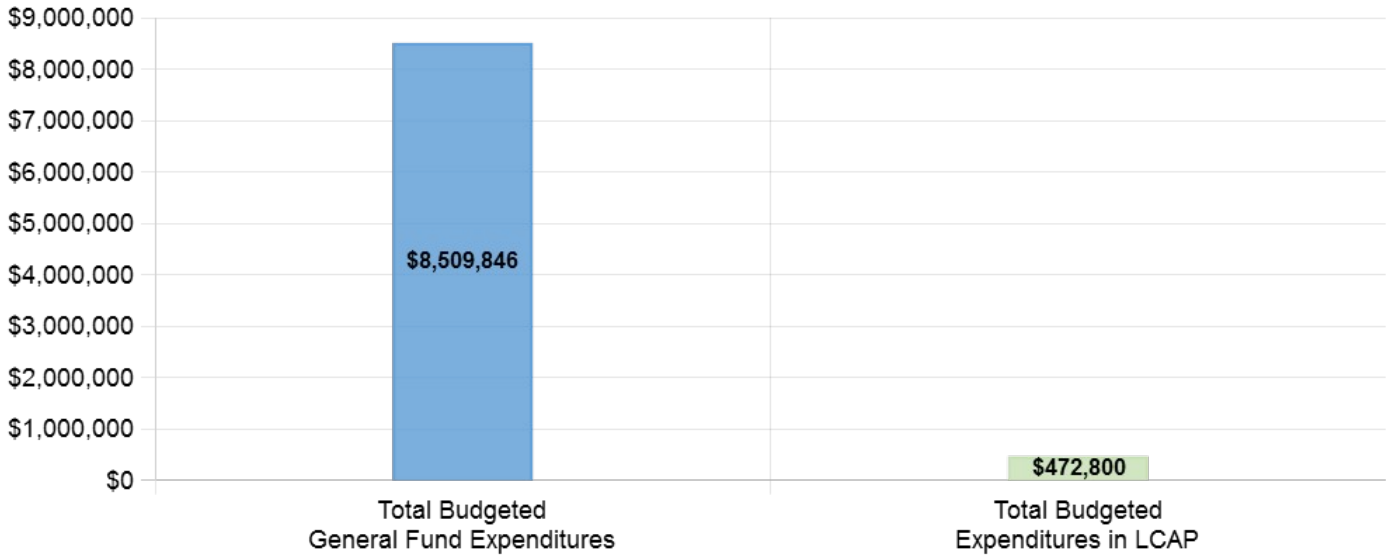
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$467,269	5%
All Other LCFF Funds	\$6,988,770	82%

These charts show the total general purpose revenue Great Valley Academy - Salida expects to receive in the coming year from all sources.

The total revenue projected for Great Valley Academy - Salida is \$8,607,559, of which \$7,456,039 is Local Control Funding Formula (LCFF), \$188,639 is other state funds, \$787,285 is local funds, and \$175,596 is federal funds. Of the \$7,456,039 in LCFF Funds, \$467,269 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$8,509,846
Total Budgeted Expenditures in LCAP	\$472,800

This chart provides a quick summary of how much Great Valley Academy - Salida plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Great Valley Academy - Salida plans to spend \$8,509,846 for the 2019-20 school year. Of that amount, \$472,800 is tied to actions/services in the LCAP and \$8,037,046 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The majority of our budgeted expenditures 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

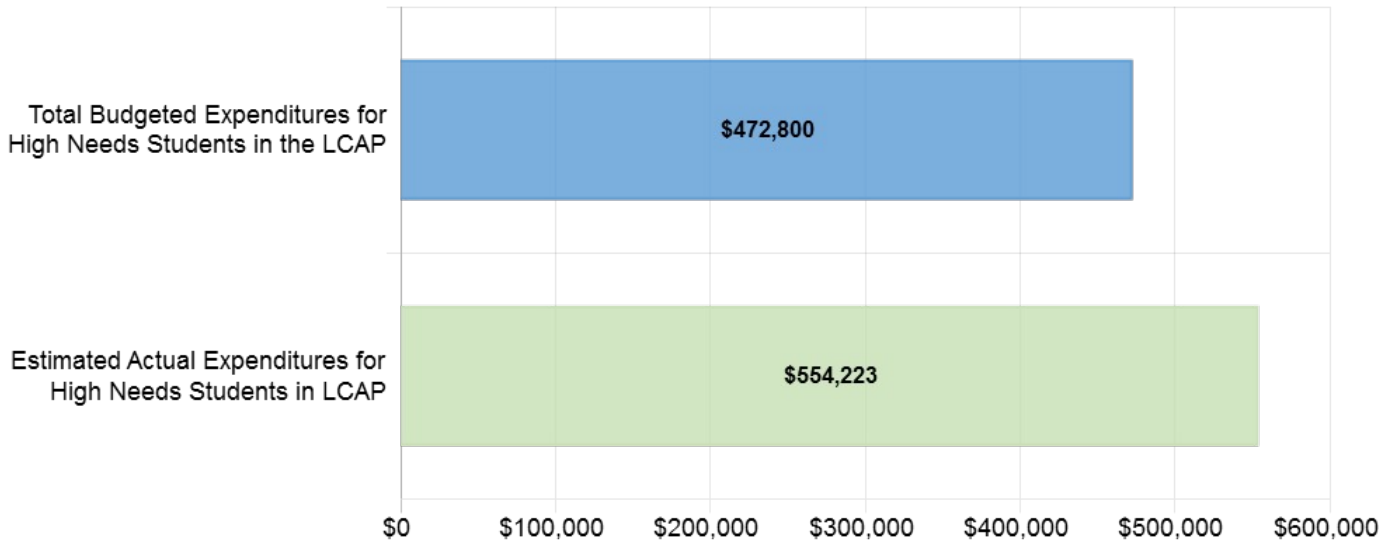
Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Great Valley Academy - Salida is projecting it will receive \$467,269 based on the enrollment of foster youth, English learner, and low-income students. Great Valley Academy - Salida must demonstrate the planned actions and services will increase or improve services for high needs students compared to the

services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Great Valley Academy - Salida plans to spend \$472,800 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$472,800
Estimated Actual Expenditures for High Needs Students in LCAP	\$554,223

This chart compares what Great Valley Academy - Salida budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Great Valley Academy - Salida estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Great Valley Academy - Salida's LCAP budgeted \$472,800 for planned actions to increase or improve services for high needs students. Great Valley Academy - Salida estimates that it will actually spend \$554,223 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Great Valley Academy - Salida	Leah Silvestre	l.silvestre@greatvalleyacademy.co
	Chief Executive Officer	209-576-2283

2017-20 Plan Summary

The Story

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

Great Valley Academy Salida (GVA) campus serves 832 K-8 students. We are located in Modesto, Stanislaus County and are authorized by the Salida Union School District. This year, we are in our second year of serving families at our Salida campus. We have steadily grown our enrollment, with wait lists each and every year. For the upcoming 2019-2020 school year, we have full enrollment and more than 100 students on the wait list.

GVA's student population 2018-2019 consisted of approximately 8.7% English Learners, 0 foster youth and 28% Socioeconomically Disadvantaged students.

Our parents, students and staff continue to rate us highly on our annual surveys. We use the data received from the surveys for reflection, and continuous improvement.

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

Five Foundational Pillars

1.Great Valley Smart (GVS®)

GVA trains the brain to unlock gifted learning through visual and movement skills.

2. Character Development

GVA equips students to become caring and responsible through choice theory, character reflection and assessment.

3. Climate: Safe/Loved/Learning

GVA nurtures a sense of community where everyone is safe, loved and learning.

4. Mastery Learning

GVA empowers students to influence the pace and content of their academic experience by demonstrating mastery.

5. Highly Qualified and Dedicated Staff

GVA develops a highly qualified team through extensive and interactive hiring practices and continuous professional growth.

GVA's program uses our Vision, Mission and Pillars to facilitate our solid character development, positive school climate and positive academic progress.

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 continue to invest in support of our English Learners by moving ongoing professional development that, combined with the provision of a passionate, skilled EL lead on the campus, provide us with solid strategies to facilitate growth in our English Learner students.

Review of Performance

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

Greatest Progress

Local indicator items that we are most proud of:

Based on 2018-2019 Student survey data

- 84% of students often or always report feeling safe
- 85% of students often or always report feeling that their teacher cares about them.

Based on 2018-2019 Parent survey data

- 99% of parents report that their student always or most of the time is happy to come to school
- 99% of parents report that their student always or most of the time feel safe at school
- 98% of parents report feeling welcome on campus
- 96% of parents report that GVA meets or exceeds their expectations

There were a total of 33,329 lunches served in 2018-2019 with 67% of those served to students qualifying for free/reduced lunch.

Our state indicator items that we are most proud of:

2017-2018 CAASP Results:

- 41% of students met or exceeded standards in English/Language Arts
- 38% of students met or exceeded standards in Math

2018-2019 NWEA-MAP Results (Local Assessment):

- 82% of students showed growth from Fall to Winter in Math
- 77% showed growth from Fall to Winter in Reading
- 70% showed growth from Fall to Winter in Language Arts

Referring to the California School Dashboard, 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

The areas in which we need to focus on, and improve progress are:

-ELA (all students, English Learners, Hispanic students, Students with disabilities, Asian students, White students, Socioeconomically disadvantaged students)

In order to make progress in these areas we are continuing to engage in professional development, site admin completing walk throughs (providing feedback), maximizing our school climate resources and providing our teachers with resources, and opportunities to provide support to teachers.

Referring to the California School Dashboard, 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

Chronic absenteeism-All student performance Green, students with disabilities and white student performance were in the orange range.

In order to better align these 2 student groups with our all student group, we will continue to communicate our attendance policy, and work with families to improve attendance (ongoing communication, parent meetings, SART process).

Mathematics-All student performance Green, socioeconomically disadvantaged students and English learner student performance were in the orange range.

In order to better align these 2 student groups with our all student group, we will deepen our use of best practices in instruction and student support, using RTI when appropriate, as early in the school year as possible.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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- Salida 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 Priorities: 1, 2, 4, 5, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

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

Actual

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

Expected

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

Access to Broad Course of Study and Instructional Materials will be provided.

Metric Baselines:

CAASP baseline 2016-2017:

- 43% meet/exceed standards in English/Language Arts
- 36% meets/exceed standards in Math

Expected Outcome:

- Increase of 1% in ELA
- Increase of 1% in Math

Local assessment baseline 2016-2017

- 40% reached projected growth in Math
- 44% in Reading
- 38% in English/Language Arts

Expected Outcome

- 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

Actual

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

Access to Broad Course of Study and Instructional Materials, as appropriate to charter schools, were provided.

2017-2018 CAASP Results:

- 41% of students met or exceeded in English/Language Arts
- 38% of students met or exceeded standards

2018-2019 NWEA-MAP Results (Local Assessment):

- 50% of students met or exceeded the projected growth in Math
- 55% in Reading
- 47% in Language Arts
- 82% of students showed growth from Fall to Winter in Math
- 77% showed growth from Fall to Winter in Reading
- 70% showed growth from Fall to Winter in Language Arts.

Expected

CELDT is used to calculate baseline data on EL's and RFEP's;
 Baseline 2016-2017

- 6.8% of students qualified as EL's
- 22.6% RFEP

CELDT is being replaced by ELPAC.

Expected Outcome will be the ELPAC Baseline provided in the 2019-2020 LCAP

2016-2017 Stakeholder feedback showed top 3 priorities as

- 1) Ensure highly qualified teachers
- 2) Access to core subjects
- 3) Positive school climate

Facilities rated good on 2016-2017 SARC

API baseline no longer applicable

Actual

ELPAC 2018 Summative Scores

Level 4: Overall Test 16, Oral Language 35, Written Language 9

Level 3: Overall Test 32, Oral Language 18, Written Language 17

Level 2: Overall Test 9, Oral Language 5, Written Language 24

Level 1: Overall Test 2, Oral Language 1, Written Language 9

2018-2019 Results as shown by Stakeholder survey:

- 1) Retaining highly qualified teachers
- 2) Access to core subjects
- 3) Positive school climate

Facilities rated good on 2017-2018 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

Planned Actions/Services

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.

Actual Actions/Services

Provided induction services/support for 8 teachers. Provided direct staff oversight.

Budgeted Expenditures

\$15,000 LCFF
Certificated salaries & benefits
induction program costs

Estimated Actual Expenditures

\$40,007 LCFF
Certificated salaries & benefits
induction program costs.
New Teacher Support Stipend

Action 2

Planned Actions/Services

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.

Actual Actions/Services

Teachers received off site professional development. Topics included Helping Students with Special Needs Learn More by Teaching from Their Strengths, Not Their Disabiliity, Number Talks; Special Education Edition, CSDC Conference, CCSA Conference, IMSE Training, ETC Conference and SCOE Training.

Budgeted Expenditures

\$30,000 LCFF
Professional development
courses, consultants, materials
and substitute costs

Estimated Actual Expenditures

\$34,131 LCFF
Professional development
courses, consultants, materials
and substitute costs

Action 3

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

\$2,500 LCFF
Provide substitutes to allow for protected mentoring and observation time.

Estimated Actual Expenditures

\$5,907 LCFF
Provided substitutes to allow for protected mentoring and observation time.

Action 4

Planned Actions/Services

Integrate Common Core State Standards based instructional resources. This includes curriculum, online and other relevant resources.

Actual Actions/Services

Adopted CCSS aligned curriculum including; Common Core Reading Wonderworks (MCGraw Hill), Common Core Saxton Math (Houghton Mifflin) Learning A-Z and Master Connect.

Budgeted Expenditures

\$100,000 LCFF

Estimated Actual Expenditures

\$145,003 LCFF

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Provided 84 students with intervention/enrichment opportunities in Reading and 37 students in Math Intervention.

\$100,000 LCFF
1.20 FTE Reading Intervention Teacher
1 FTE Math Intervention Teacher
1 FTE Teacher's Aide

\$121,335 LCFF
1.20 FTE Reading Intervention Teacher
1 FTE Math Intervention Teacher
1 FTE Teacher's Aide

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain wireless internet infrastructure and security

Maintained wireless internet infrastructure and security.

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

\$55,021 LCFF
.50 FTE Computer Technician, Ongoing professional development/consulting and resources

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Purchased Chromebooks, Chromebook licenses, 16 Samsung Tablets, 8 Chromebook charging carts and tablet batteries & covers.

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

\$27,361 LCFF
Purchase of Chromebooks, storage/charging solutions, licenses and related software

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

EL lead staff attended Wonders Training and ELPAC Training. Substitutes provided allowing lead & support staff to attend Professional Development.

\$1,000 LCFF
Professional Development.
Provide substitutes for coverage.

\$1,000 LCFF
Professional development

Action 9

Planned Actions/Services

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

Actual Actions/Services

General ongoing facilities maintenance & repair, fencing upgrade, gazebo assembly, tree work and onsite security.

Budgeted Expenditures

\$75,000 LCFF
Facilities repair and maintenance
1 FTE Maintenance staff,
Classified Salaries and Benefits.

Estimated Actual Expenditures

\$127,990 LCFF
Facilities repair and maintenance

Action 10

Planned Actions/Services

EL 1 -Provide students with intervention/enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's

Actual Actions/Services

See Action 5 above

Budgeted Expenditures

See Action 5 above

Estimated Actual Expenditures

See Action 5 above

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

EL 2- Provide teacher/staff support and growth opportunities by offering professional development opportunities focused on Common Core State Standards, ELL/ELD, and other applicable topics.

See Action 2 above

See Action 2 above

See Action 2 above

Action 12

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

EL 3- Continue to integrate Common Core State Standards based instructional resources specific to EL's. This includes curriculum, online and other relevant resources.

Purchased Read Naturally software for targeted EL support.

\$1,000 LCFF
Purchase Common Core aligned instructional resources specific to EL's.

\$1,360 LCFF
Purchased Common Core aligned instructional resources specific to EL's.

Action 13

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

EL 4- Increase staff understanding of ELD/ELL strategies to facilitate instruction for English Learners. Appoint campus EL lead staff members. Expand instructional resources focusing on English Learners.

See Action 8 above

See Action 8 above

See Action 8 above

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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 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.

Actions 1.4-1.7 relate to supporting an atmosphere 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.

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 environment and opportunity for our students to make progress towards proficiency.

Action 1.9 specifically relates to facilities maintenance as a contributing element of creating a safe reliable environment in which students can learn.

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

As a result of continued implementation GVA's commitment to a safe, loved, learning environment and the implementation of the above actions, we have established the following baseline results:

CAASPP results 2017-2018:

- 41% meet/exceed standards in English/Language Arts

- 38% meets/exceed standards in Math

Local assessment (NWEA MAP) results 2017-2018:

- 57% reached projected growth in math
- 54% in Reading
- 48% in English/Language Arts

English Learner-Reclassification (RFEP) 2017/2018 45.83%

Facilities overall rating-Good

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All action area expenses exceeded original budgeted amounts, this is as a result of receiving additional opportunities to provide resources in the actionable areas.

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.

We made no material changes to this goal.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Great Valley Academy- Salida is not a high school, so high school metrics for priority 5 is not applicable

2016-2017 Parent Survey Data:

- 97% of parents report feeling welcome on campus
- 94% of parents report that their student are always or most of the time happy to come to school.
- 98% of parents report that their student always or most of the time feel safe at school.
- 95% of parents report that GVA meets or exceeds their expectations.

Actual

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

2018-2019 Parent survey data:

- 98% of parents report feeling welcome on campus
- 99% of parents report that their student always or most of the time is happy to come to school
- 99% of parents report that their student always or most of the time feel safe at school
- 96% of parents report that GVA meets or exceeds their expectations

Expected

2016-2017 Student Survey Data

- 83% of students often or always report feeling loved
- 88% of students often or always report feeling safe
- 96% of students often or always report feeling that their teacher cares about them

Actual

2018-2019 Student survey data:

- 79% of students often or always report feeling loved
- 84% of students often or always report feeling safe
- 85% of students often or always report feeling that their teacher cares about them

Expected

Provision of parent volunteer program, stakeholder meetings, family centered events, professional development focused on character and Quality Schools, campus based counseling.

Actual

Family Centered events including the following:

- *Stockton Heat Game
- *50's BBQ
- *Winter Concert
- *Spring Concert
- *Omelette Breakfast

Collaborative Coffee Parent meetings were held on:

- *9/11/18
- *10/9/18
- *11/7/18
- *12/6/18
- *1/24/19
- *4/16/19
- *5/14/19

ARC Meetings were held on:

- *12/6/18
- *4/24/19
- *5/22/19

GVA Parent Meetings were held on:

- *11/8/18
- *3/7/19
- *4/18/19

Expected

2016-2017 Campus based student support services:

- 60 students were served by Student Assistant Specialist-
- 388 individual sessions
- 64 group sessions

Provision of campus based lunch services.

Metric Baselines:

- Parent participation – 100 parent volunteers for school events in 2016-2017
- End of year attendance rate 2016-2017 – 94.86%
- End of year suspension rate 2016-2017 – 4.4%
- End of year expulsion rate 2016-2017 – 0%
- End of year Jr. High dropout rate 2016-2017 – 0%
- End of year Chronic absenteeism rate 2016-2017 9.7%

Expected Outcomes

- Maintain 150 parent participants
- Maintain 95% attendance rate
- Decrease suspension rate by 1.2%
- Maintain 0% expulsion rate
- Maintain 0% dropout rate
- Decrease chronic absenteeism rate by .10%

Actual

2018-2019 Campus based student support services:

- 59 students were served by Student Assistant Specialist-
- 249 individual sessions

2018-2019

There were a total of 32,329 lunches served annually with 67% of those served to students qualifying for free/reduced lunch.

There were a total of 125 Parent volunteers in 2018-2019.

End of year attendance rate 2017-2018 – 95.01%

End of year suspension rate 2017-2018 – 4.0%

End of year expulsion rate 2017-2018 – 0%

End of year Jr. High dropout rate 2017-2018 – 0%

End of year chronic absenteeism rate 2017-2018 – 8.0%

Actions/Services

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

Action 1

Planned Actions/Services

Parent volunteer program structure and process. Continue to support growth of parent volunteer program

Actual Actions/Services

Supported growth of the parent volunteer program

Budgeted Expenditures

\$800 LCFF
Supplies, communication meetings

Estimated Actual Expenditures

\$876 LCFF
Supplies, communication meetings

Action 2

Planned Actions/Services

Host regular meetings for parents and other stakeholders. Provide access and opportunities to engage in discussions regarding campus based needs.

Actual Actions/Services

Hosted regular meetings for parents and other stakeholders. Provided access and opportunities to engage in discussions regarding campus based needs.

Budgeted Expenditures

\$500 LCFF
Supplies, child care

Estimated Actual Expenditures

\$1,081 LCFF
Supplies, child care, Kinder Experience

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Hosted and supported several family centered activities including Stockton Heat Game, 50's BBQ, Winter and Sp[ring Concerts and Omelette Breakfast.

\$2,000 LCFF
Supplies

\$4,469 LCFF
Supplies

Action 4

Planned Actions/Services

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

Actual Actions/Services

59 students were served by Student Assistant Specialist:
*249 Individual Sessions
*118 Brief Student interventions
*59 Parent Consultations

Budgeted Expenditures

\$35,000 LCFF
Contracted Counseling services

Estimated Actual Expenditures

\$37,075 LCFF
Contracted Counseling services

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Character Education was provided to staff through professional development training. Trainings included: Conscious Discipline refresher, The Principles of Conscious Discipline and Glasser and How They Overlap, Work Together and Build Upon Each Other, monthly Managing Emotional Mayhem book study meetings, Growth Mindset refresher and walk through of Google Drive resources to teach and review mindsets with students of all grades. Parents were educated on growth mindset and conscious discipline during a parent information night, with particular emphasis placed on growth mindset.

\$29,000 LCFF
 Training materials and supplies
 1 FTE Classified staff and benefits

\$29,894 LCFF
 Training materials and supplies

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Assessing current needs and best path forward in support of this action.

\$1,000 LCFF

0

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Purchased snacks for students, kitchen equipment, kitchen supplies

\$30,000 LCFF
Ongoing staff costs

\$30,365 LCFF
Ongoing staff costs & food service supplies

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

LI 1- Host family centered social activities. Encourage family engagement and interest in campus/student activities.

See Action 3 above

See Action 3 above

See Action 3 above

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

LI 2- Provide students with access to onsite support services (Student Assistance Specialist). Clarify student needs to ensure appropriate success and alignment of services

See Action 4 above

See Action 4 above

See Action 4 above

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

LI 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.

See Action 7 above

See Action 7 above

See Action 7 above

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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 in support of all families, creating an intentionally focused, reassuring environment to affect deeper reach to our socioeconomically disadvantaged students.

Action 2.4, LI2.2 relate to the provision of student support services, which aligns with our effort to provide supports for strong emotional support and development, 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 which create a foundation for safe and positive school climate.

Actions 2.7, LI2.3 are foundational components 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 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:

5 family centered activities

13 meetings, opportunities to share feedback

Student survey data-

83% of students often or always report feeling loved

84% of students often or always report feeling safe

85% of students often or always report feeling that their teacher cares about them

Parent survey data-

98% of parents report feeling welcome on campus

99% of parents report that their student always or most of the time is happy to come to school

99% of parents report that their student always or most of the time feel safe at school

96% of parents report that GVA meets or exceeds their expectations

Baseline year for attendance, expulsions and chronic absenteeism

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.6~ Actual expenses less than budgeted amount due to reassessment of program needs, and most appropriate resources prior to further development

All other actions~ Actual expenses are equal to or more than budgeted amount due to access to supportive resources.

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.

We made no material changes to this goal.

Stakeholder Engagement

LCAP Year: 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, 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. All of this information drives this year's LCAP and supports our 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 Communication Meetings were held on: 11/8/18, 12/6/18, 3/7/19, 4/18/19, 4/24/19, and 5/22/19.

Coffee with the principal meetings were held on: 9/11/18, 10/9/18, 11/7/18, 12/6/18, 1/24/19, 4/16/19, and 5/14/19.

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 student access to instructional materials, ensure facilities are in good repair, and positive school climate.

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.

GVA meets regularly, throughout the year, 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.

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

Unchanged

Goal 1

Great Valley Academy- Salida 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 Priorities: 1, 2, 4, 5, 7, 8

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP	2016-2017 43% meet/exceed standards in English/Language Arts 36% meet/exceed standards in Math	2% increase in students meeting/exceeding standards	Increase of 1% in ELA Increase of 1% in Math	Increase of 1% in ELA Increase of 1% in Math

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local assessment	2016-2017 40% reached projected growth in math 44% reached projected growth in Reading 38% reached projected growth in English/Language Arts	2% increase in students meeting/exceeding standards	Increase of 1% in ELA Increase of 1% in Math	Increase of 1% in ELA Increase of 1% in Math
CELDT ELPAC to replace CELDT as of 2019-2020 LCAP	2016-2017 6.8% qualified as EL's 22.6% RFEP'd	3% of EL's will be reclassified	Increase of 1% in students being REFP'd Increase of 1% in students making progress towards English proficiency	Increase of 1% in students being REFP'd Increase of 1% in students making progress towards English proficiency
Good Facilities Rating on SARC	2016-2017 Facilities were rated good on SARC	Maintain	Maintain	Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers are appropriately assigned and credentialed to charter schools	All	Maintain	Maintain	Maintain
Students (including English Learners) have access to state standards aligned instructional materials and performance standards as applicable to charter schools.	Provided	Maintain	Maintain	Maintain
Students have access to a broad course of study as applicable to GVA Salida charter.	Provided	Maintain	Maintain	Maintain
API	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Students successfully completing courses satisfying college or career educational standards.

K-8 School
Not applicable

K-8 School
Not applicable

K-8 School
Not applicable

K-8 School
Not applicable

Students passing AP exam with 3 or higher.

K-8 School
Not applicable

K-8 School
Not applicable

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

K-8 School
Not applicable

K-8 School
Not applicable

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Programs and services for unduplicated pupils and students with disabilities are developed and provided	Provided	Maintain	Maintain	Maintain
State science test	Baseline determined 2018/19	Baseline determined 2018/19	Baseline determined 2018/19	Increase of 1% in Science
Physical Fitness – Healthy Fitness Zone (HFZ)	2016-2017 5th grade; average of 6 areas 76.95% in HFZ 7th grade; average of 6 areas 80.86% in HFZ	5th grade increase .5% 7th grade increase .5%	5th grade increase .5% 7th grade increase .5%	5th grade maintained 7th grade maintained

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	Induction program cost	Induction program cost	Induction program cost

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	Professional development courses, consultants, materials and substitute costs.	Professional development courses, consultants, materials and substitute costs.	Professional development courses, consultants, materials and substitute costs.

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,500	\$2,500
Source	LCFF	LCFF	LCFF
Budget Reference	Provide substitutes to allow for protected mentoring and observation time.	Provide substitutes to allow for protected mentoring and observation time.	Provide substitutes to allow for protected mentoring and observation time.

Action #4

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$100,000	\$100,000
Source	LCFF	LCFF	LCFF
Budget Reference	Purchase Common Core aligned instructional resources.	Purchase Common Core aligned instructional resources.	Purchase Common Core aligned instructional resources.

Action #5

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$100,000	\$100,000	\$100,000
Source	LCFF	LCFF	LCFF
Budget Reference	1.20 FTE Reading Intervention Teacher 1 FTE Math Intervention Teacher 1 FTE Teacher's Aide	1.20 FTE Reading Intervention Teacher 1 FTE Math Intervention Teacher 1 FTE Teacher's Aide	1.20 FTE Reading Intervention Teacher 1 FTE Math Intervention Teacher 1 FTE Teacher's Aide

Action #6

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain wireless internet infrastructure and security

Maintain wireless internet infrastructure and security

Maintain wireless internet infrastructure and security

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$25,000	\$25,000
Source	LCFF	LCFF	LCFF
Budget Reference	.50 FTE Computer Technician, Ongoing professional development/consulting and resources.	.50 FTE Computer Technician, Ongoing professional development/consulting and resources.	.50 FTE Computer Technician, Ongoing professional development/consulting and resources.

Action #7

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Amount	\$25,000	\$25,000	\$25,000
Source	LCFF	LCFF	LCFF
Budget Reference	Purchase of computers, Chromebooks, storage/charging solutions, warranties and related software.	Purchase of computers, Chromebooks, storage/charging solutions, warranties and related software.	Purchase of computers, Chromebooks, storage/charging solutions, warranties and related software.

Action #8

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	Professional Development, provide substitutes for coverage	Professional Development, provide substitutes for coverage	Professional Development, provide substitutes for coverage

Action #9

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

\$75,000

\$75,000

\$75,000

Year	2017-18	2018-19	2019-20
Source	LFCC	LFCC	LFCC
Budget Reference	Facilities repair and maintenance 1 FTE Maintenance staff, Classified Salaries and Benefits	Facilities repair and maintenance 1 FTE Maintenance staff, Classified Salaries and Benefits	Facilities repair and maintenance 1 FTE Maintenance staff, Classified Salaries and Benefits

Action #10

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Action EL 1- Provide students with intervention enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's

Action EL 1- Provide students with intervention enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's

Action EL 1- Provide students with intervention enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Action 5 above	See Action 5 above	See Action 5 above
Source	See Action 5 above	See Action 5 above	See Action 5 above
Budget Reference	See Action 5 above	See Action 5 above	See Action 5 above

Action #11

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Action EL 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 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 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.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

See Action 2 above

See Action 2 above

See Action 2 above

Year	2017-18	2018-19	2019-20
Source	See Action 2 above	See Action 2 above	See Action 2 above
Budget Reference	See Action 2 above	See Action 2 above	See Action 2 above

Action #12

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners	LEA-Wide	All Schools

Actions/Services

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

2017-18 Actions/Services

Action EL 3- Continue to integrate Common Core State Standards Based instructional resources specific to EL's. This includes curriculum, online and other relevant resources.

2018-19 Actions/Services

Action EL 3- Continue to integrate Common Core State Standards Based instructional resources specific to EL's. This includes curriculum, online and other relevant resources.

2019-20 Actions/Services

Action EL 3- Continue to integrate Common Core State Standards Based instructional resources specific to EL's. This includes curriculum, online and other relevant resources.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	Purchase Common Core aligned instructional resources specific to EL's.	Purchase Common Core aligned instructional resources specific to EL's.	Purchase Common Core aligned instructional resources specific to EL's.

Action #13

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Action EL 4- Increase staff understanding of ELD/ELL strategies to facilitate instruction for English Learners. Appoint campus EL lead staff members.

Action EL 4- Increase staff understanding of ELD/ELL strategies to facilitate instruction for English Learners. Appoint campus EL lead staff members.

Action EL 4- Increase staff understanding of ELD/ELL strategies to facilitate instruction for English Learners. Appoint campus EL lead staff members.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

See Action 8 above

See Action 8 above

See Action 8 above

Year	2017-18	2018-19	2019-20
Source	See Action 8 above	See Action 8 above	See Action 8 above
Budget Reference	See Action 8 above	See Action 8 above	See Action 8 above

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

Unchanged

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
End of year attendance rate	2016-2017 – 94.86%	.25 increase in attendance rates	Maintain 95% attendance rate	Maintain 95% attendance rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
End of year suspension rate	2016-2017 – 4.4%	2% decrease in suspension rates	Decrease suspension rate by 1.2%	Decrease suspension rate by .10%
End of year expulsion rate	2016-2017- 0 expulsions	2% decrease in expulsion rates	Maintain 0 expulsions	Maintain 0 expulsions
End of year Jr. High dropout rate	2016-2017 – 0 dropouts	2% decrease in Jr. High dropout rates	Maintain 0 dropouts	Maintain 0 dropouts
End of year chronic absenteeism rate	2016-2017 – 9.7%	2% decrease in chronic absenteeism	Decrease chronic absenteeism rate by .10%	Decrease chronic absenteeism rate by .10%
High School graduation and dropout rates	K-8 School Not applicable	K-8 School Not applicable	K-8 School Not applicable	K-8 School Not applicable
End of year parent participation (number)	2016-2017 – 100 parents	5% increase in number of parents participating	Maintain 150 parent participants	Maintain 125 parent participants

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Parent Survey
(includes parents of unduplicated pupils and students with disabilities)

2016-2017
97% of parents report feeling welcome on campus

94% of parents report that their student is always or most of the time excited about coming to school

98% of parents report that their student always of most of the time feel safe at school

Maintain baseline levels

Maintain baseline levels

Maintain baseline levels

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Parent volunteer program structure and process. Continue to support growth of parent volunteer program

Parent volunteer program structure and process. Continue to support growth of parent volunteer program

Parent volunteer program structure and process. Continue to support growth of parent volunteer program

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

\$800

\$800

\$800

Year	2017-18	2018-19	2019-20
Source	LCFF	LCFF	LCFF
Budget Reference	Supplies, communication meetings, .50 FTE Parent Liaison	Supplies, communication meetings, .50 FTE Parent Liaison	Supplies, communication meetings, .50 FTE Parent Liaison

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Host regular meetings for parents and other stakeholders. Provide access and opportunities to engage in discussions regarding campus based needs.

2018-19 Actions/Services

Host regular meetings for parents and other stakeholders. Provide access and opportunities to engage in discussions regarding campus based needs.

2019-20 Actions/Services

Host regular meetings for parents and other stakeholders. Provide access and opportunities to engage in discussions regarding campus based needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	LCFF	LCFF	LCFF
Budget Reference	Supplies and onsite childcare	Supplies and onsite childcare	Supplies and onsite childcare

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

\$2,000

\$2,000

\$2,000

Source

LCFF

LCFF

LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	Supplies and equipment	Supplies and equipment	Supplies and equipment

Action #4

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

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

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.

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.

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.

Budgeted Expenditures

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

Action #5

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

\$29,000

\$29,000

\$29,000

Source

LCFF

LCFF

LCFF

Budget Reference

Training materials and supplies
1.5 FTE Classified staff & benefits

Training materials and supplies
1.5 FTE Classified staff & benefits

Training materials and supplies
1.5 FTE Classified staff & benefits

Action #6

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	Training materials and supplies	Training materials and supplies	Training materials and supplies

Action #7

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF

Budget Reference

Ongoing staff costs, meal costs and equipment supplies

Ongoing staff costs, meal costs and equipment supplies

Ongoing staff costs, meal costs and equipment supplies

Action #8

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Action LI 1 Host family centered social activities. Encourage family engagement and interest in campus/student activities.

Action LI 1 Host family centered social activities. Encourage family engagement and interest in campus/student activities.

Action LI 1 Host family centered social activities. Encourage family engagement and interest in campus/student activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Action 3 above	See Action 3 above	See Action 3 above
Source	See Action 3 above	See Action 3 above	See Action 3 above
Budget Reference	See Action 3 above	See Action 3 above	See Action 3 above

Action #9

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Action 4 above	See Action 4 above	See Action 4 above
Source	See Action 4 above	See Action 4 above	See Action 4 above

Budget Reference

See Action 4 above

See Action 4 above

See Action 4 above

Action #10

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Action LI 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.

Action LI 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.

Action LI 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Action 7 above	See Action 7 above	See Action 7 above
Source	See Action 7 above	See Action 7 above	See Action 7 above
Budget Reference	See Action 7 above	See Action 7 above	See Action 7 above

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$361,913

Percentage to Increase or Improve Services

5.87%

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.

Great Valley Academy will receive an estimated \$361,913 in LCFF supplemental grant funds. GVA is expending the LCFF grant funds as determined by the school's goals, in support of California's 8 priority areas.

As of census day 2016-2017, 25% of GVA Salida 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 benefiting 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 analysis and stakeholder feedback, expending funds on these services is the most effective use of the funds.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$386,182

Percentage to Increase or Improve Services

5.93%

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.

Great Valley Academy will receive an estimated \$386,182 in LCFF supplemental grant funds. GVA is expending the LCFF supplemental grant funds as determined by the schools goals, in support of California's 8 priority areas.

As of census day 2018-2019, 28% of GVA students are identified as socioeconomically disadvantaged, 0 foster youth and 9% 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 benefiting all students, providing focused opportunity for qualifying students to have access to free or reduced price lunch.

The use of LCFF supplemental 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.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$467,269

Percentage to Increase or Improve Services

5%

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 \$386,182 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 2018-2019, 28% of GVA students are identified as socioeconomically disadvantaged, 0 foster youth and 9% 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 benefiting 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.