**LCAP Year** ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

| LEA Name | Venture Academy | | |
|---|---|---|---|
| Contact Name and Title | Kathleen Focacci Division Director | Email and Phone | kfocacci@sjcoe.net 209.468.5940 |

# 2017-20 Plan Summary

**THE STORY**

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

"Millions saw the apple fall, but Newton asked why?" -Bernard Baruch

As you review this report, please keep this quote in mind. It speaks to how Venture Academy Family of Schools' (VAFS) staff believes students learn best. We believe that curiosity and thinking without boundaries, as demonstrated by Newton, have been the catalyst for major scientific discoveries throughout history and also the basis for powerful educational experiences for students from all walks of life. Learning occurs when curiosity prompts us to ask questions and seek answers.

While preparing our students to take their places as the scientists, performers, engineers, builders, artists, etc. who will shape the future of our world it is our mission to keep alive and nurture the natural curiosity they carry with them. Students who choose to enroll in VAFS find themselves being challenged to imagine possibilities for the future, to solve real world problems, to be curious and ask questions about the world, to learn to play while they play to learn. The school's nontraditional, individualized approach to teaching and learning includes 12 academies, each with a specific focus. Students choose the learning environment that fits their interests and motivates them to learn. Venture Academy Family of Schools' staff is creative, passionate and committed to providing our approximately 1650 students in grades TK through twelve a robust, rigorous educational experience that will empower them to make their places in the world and allow their voices to be heard. It is through the educational opportunities available to all students that young minds begin the process of developing important ideas that will shape and define their world and ours.

## LCAP HIGHLIGHTS

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

Venture Academy Family of Schools will continue to maintain a staff of fully qualified professionals in facilities rated as "exemplary." We will continue to provide the most current technology available to support student learning. Students and teachers will continue to have the resources needed to help all students reach their potential. In the upcoming years, Venture Academy will provide additional resources to improve performance in Mathematics by all students, including those in subgroups targeted by the Local Control Funding Formula. In addition, Venture will expand services to our EL population.

Venture Academy recognizes that many students who come to our school struggle with social, emotional and health-related challenges. To help support those students, including those in targeted subgroups, Venture Academy will hire a full time school psychologist and a school nurse.

## REVIEW OF PERFORMANCE

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

**GREATEST PROGRESS**

Venture Academy Family of Schools continued to provide all students with access to a broad course of study in well maintained facilities. A team of highly qualified counselors supported the mental health of students and staff. A new counseling center was constructed and furnished to support their work. An additional classroom to accommodate the new Math classes that came about as part of the new Mathematics Placement Protocol was constructed. The elementary staff collaborated to review and choose new state adopted English Language Arts curriculum for grades K-5. Three academies continued to develop student portfolios that reflect their respective academy focus as a quantitative measure of student 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**

Alternative schools and recently opened schools are not included in the Dashboard report for the spring 2017 release.

Local performance indicators, CAASPP results and data gleaned from the Math Placement Protocol indicate that Math is an area of need. Review of data from the CELDT test revealed a group of Long Term English Learners who will benefit from targeted services.

These areas of needs will be addressed in the following goals/actions:

Goal 1.1
Goal 1.3
Goal 2.3

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**

Alternative schools and recently opened schools are not included in the Dashboard report for the spring 2017 release.

## 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.

Venture Academy will expand services to our EL students through increased availability of tutoring and implementation of Rosetta Stone to support our Independent Study students as reflected in Goal 1.3.
Venture Academy will collaborate with a consultant to develop and implement a plan to improve students' performance in Math, as reflected in Goal 1.1
Venture Academy will hire a full time school psychologist and school nurse, as reflected in Goal 2.1

## 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 | $ 16,992,859 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | $ 13,123,866. |

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.

Other General Fund budget expenditures include those for cost of overhead, unrestricted lottery & restricted programs such as Lottery and other Grants allocated to the charter such as Educator Effectiveness and College Readiness.

| | |
|---|---|
| $ 16,533,906 | Total Projected LCFF Revenues for LCAP Year |

# 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

Students will demonstrate continuous progress toward mastery of a core body of knowledge that will prepare them for college and career.

State and/or Local Priorities Addressed by this goal:

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| STATE | ☒ 1 | ☒ 2 | ☐ 3 | ☒ 4 | ☐ 5 | ☐ 6 | ☒ 7 | ☒ 8 |
| COE | ☐ 9 | | | | | | | |
| LOCAL | ☐ 10 | | | | | | | |

## ANNUAL MEASURABLE OUTCOMES

| EXPECTED | ACTUAL |
|---|---|
| **Basic Services**<br><br>• All students provided access to grade level appropriate materials and A-G access.<br><br>• 87% of teachers are fully credentialed.<br><br>• Maintain facilities in good repair.<br><br>**Implementation of Standards Aligned Curriculum**<br><br>• Maintain access to standard aligned materials for all students.<br><br>• EL Students are provided integrated and designated ELD instruction.<br><br>• Language development leader provides services to EL students.<br><br>**Pupil Achievement**<br><br>• Increase the number of students in grades 3-8 and 11 meeting or exceeding the state standards as measured by CAASPP by 5%. In 2014-15 30% of students in grades 3-8 and 11 met or exceeded the state standards as measured by CAASP in English Language Arts. In 2014-15 17% of students in grades 3-8 and 11 met or exceeded | **Priority 1- Basic Services**<br>1B. All students had access to grade level materials and A-G approved courses. New English Language Arts curriculum was chosen by the elementary team from a menu of state adopted and standards aligned materials and implemented at the K-5 levels. Professional development to implement the curriculum was provided. Eighteen additional A-G approved courses were added. The A-G pathway is available in all MDA focus sites. (verified by 2016-17 course catalog and requisitions).<br><br>1A. All teachers held credentials. 87% were fully credentialed. (verified by 2016-17 CalPADS)<br><br>1C. Facilities were maintained in good repair. The most recent FIT report rated the school as "Exemplary." (verified by 2015-16 SARC)<br><br>**Priority 2- Implementation of Standards Aligned Curriculum**<br>2A. All students had access to standards aligned materials. (verified by 21016-17 course catalog and curriculum inventory).<br><br>2B. Language Development Leader (LDL) provided services to EL students. Tutoring was provided to students through the University of Pacific . Middle school EL students were tutored in the newly built Counseling Center with the support of the LDL and counselor technician. (verified by counseling center schedule).<br><br>**Priority 4- Pupil Achievement**<br>4A. The number of students in grades 3-8 and 11 meeting or exceeding the state standards in Language Arts  as measured by CAASPP increased 5%, from 30% to |

- the state standards as measured by CAASP in Mathematics. In 2014-15 31% of students in grades 5, 8 and 11 met or exceeded the state standards as measured by CST in Science.

- API was suspended – no data reported.

- The percentage of pupils who have successfully satisfied the requirements for entrance in UC/CSU will increase by 5%. In 14-15 15.4% of seniors completed UC/CSU A-G requirements.

- Maintain the rate at which English Language Learners are reclassified. In 2015-16, 31% of EL students were reclassified as fluent English proficient.

- CELDT data–

AMAO 1:
- Early Advanced and Advanced making progress or reclassified 60%
- Beginning through Intermediate making progress or reclassified 55%

- Percentage of pupils who are taking AP tests and have passed the AP with 3 or better on the test will increase by 5%. 22% of students taking an AP exam passed with a 3 or better in 2015.

Data regarding EAP for 2014-2015 is not available – We will secure data for the 2015-16 school year.

Course Access
- All students are offered a broad course of study including wide variety of CTE courses, including but not limited to culinary arts, engineering, video and film production, graphic design, welding and technology, construction and carpentry, and New Energy in partnership with PG&E.

- Unduplicated students are also offered a broad course of study, as well as services in the area of English language development, AVID, and remediation.

- Students with exceptional needs are offered broad course of study, including AVID, access to the success center and IEP process with goal setting, career awareness, and transitional services.

Other Pupil outcomes
- Mock Trial team won 1st in County – students from all academies participate, including unduplicated pupils and students with exceptional needs.

- Competition show choir, which includes students from all

35%. The number of students in grades 3-8 and 11 meeting or exceeding the state standards in Math as measured by CAASPP increased 2%, from 17% to 19%. The number of students in grades 5, 8 and 11 meeting or exceeded standards in Science increased by 5%. (verified by 2015-16 CDE Dataquest.)

4B. API has been suspended.

4C. The percentage of pupils who successfully satisfied the UC/CSU A-G requirements increased from 11.6% to 23.4%. (verified by 2015-16 CalPADs)

4D. Early Advanced and Advance making progress or reclassified: 58% Beginning through Intermediate making progress or reclassified: 52% (verified by 2015-16 CDE Dataquest).

4E. In 2016-17, the reclassification rate was 28%. This was aligned with the Reclassification Protocol outlined in the adopted English Learner Master Plan by SJCOE. (verified by 2016-17 CDE Dataquest).

4F. 30% of the AP tests administered were passed by a 3 or better. (verified by data provided by 2015-16 Educational Testing Services Data).

4G.  CASSP scores from 2015-16 Percentage of 11th graders college ready in ELA:  9% Percentage of 11th graders conditionally ready in ELA: 27% Percentage of 11th graders college ready in Math:  3% Percentage of 11th graders conditionally ready in Math: 5% (Verified by 2015-16 CDE Dataquest)

Priority 7- Course Access 7A, B, C.  A broad course of study was available to high school students in all academies, including but not limited to, culinary arts, engineering, video and film production, graphic design, welding and technology, construction and carpentry, and New Energy in partnership with PG&E. Two new Health Careers courses, articulated with Delta College were added. These courses are available to all students including unduplicated pupils, and students with exceptional needs. (verified by 2016-17 course catalog)

Priority 8- Other Pupil Outcomes

Students excelled in a number of areas, including Mock Trial (1st in County), choir and dance competitions (Gold), athletics  (1st place novice) (verified by SJCOE Outlook, MaxPreps, School Website)

- academies, including unduplicated pupil and students with exceptional needs, has placed and won gold awards each year.
- Equestrian Drill Team has won multiple awards.

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

### Actions/Services

| PLANNED | ACTUAL |
|---|---|
| **All Students** | **All students** |
| • Continue to hire fully qualified staff | • All teaching staff in core academic classes held teaching credentials |
| • Provide Staff Development for staff | • Staff development was provided to staff, including but not limited to, AVID Summer Institute for 18 attendees, EL training, AP refresher courses, and Number Talks Math inservice. |
| • Continue ALEKS licensing.<br>• Continue Licensing for EdPerformance | • ALEKS licensing was continued. EdPerformance licensing was continued for all students grades 2-11. |
| • Provide computers for students | • All students had access to technology: laptop, Chromebook or IPAD. |
| • Purchase additional state aligned texts<br>• Purchase additional state aligned novels | • New state-aligned Language Arts curriculum was adopted and purchased for grades K-8.<br>• Novels were purchased for classes. |
| • Provide general academic supplies for all academies | • General academic supplies were provided to support students in all academies |
| **High School** | **High School** |
| • Offer students greater exposure to college information including application process, college programs, financial aid, and scholarships through workshops and field trips to universities. | • Students had the opportunity to participate in five college field trips. |
| • Purchase AP test prep materials. | • AP materials were purchased. |
| • Teachers will attend refresher courses for AP curriculum. | • AP English teacher attended AP refresher course |
| • Expand AVID Elective classes for high school and implement AVID strategies in all content classes | • Two additional high school sites offered the AVID elective.<br>• 17 teachers attended AVID Summer Institute and/or SJCOE workshops |
| **Middle School** | **Middle School** |
| • Purchase additional novels for middle school students | • Additional literature was purchased for middle school students to promote literacy. |
| • Purchase art supplies | • Art supplies were purchased to support student learning |
| • Expand AVID Elective classes for middle school and implement AVID strategies in all content classes | • Additional teachers were trained in AVID strategies. AVID enrollment in the Middle Schools remained static. |
| • Expand Scholastic Reading program to Middle School | • The Middle School did not implement the Scholastic |
| **Elementary School** | |
| • Continue online/computer-based tutorials.<br>• Continue Scholastic Reading program. | |

Reading Program.

Elementary School
- On line/computer based tutorials were continued.
- The Scholastic Reading program was continued.
- After school enrichment and intervention was added at the Ventureland Program in grades 3-5.

Expenditures

BUDGETED
1xxx – LCFF $5,897,277
2xxx – LCFF $1,059,781
3xxx – LCFF $2,528,538
4xxx – LCFF $1,171,920
5xxx – LCFF $49,695

ESTIMATED ACTUAL
1xxx- LCFF $5,897,277
2xxx- LCFF 1,059,781
3xxx- LCFF $2,528,538
4xxx- LCFF $659,678
5xxx- LCFF $471,142

## Action 2

**Actions/Services**

| PLANNED | ACTUAL |
|---|---|
| Special Education | Special Education |
| • Continue to hire fully qualified staff | • Fully qualified staff was hired. |
| • Provide assessment materials for Special Education | • Assessment materials and supplementary materials were provided. |
| • Provide appropriate technology to supports students with disabilities | • Appropriate technology was provided. |

**Expenditures**

| BUDGETED | ESTIMATED ACTUAL |
|---|---|
| 1xxx – LCFF $476,970 | 1xxx- LCFF $193,458 |
| 2xxx – LCFF $181,175 | 2xxx- LCFF 92,683 |
| 3xxx – LCFF $244,148 | 3xxx- LCFF 95,171 |
| 4xxx – LCFF $25,000 | 4xxx- LCFF $2634 |
| 5xxx LCFF 0 | 5xxx- LCFF $100,000 |

## Action 3

**Actions/Services**

| PLANNED | ACTUAL |
|---|---|
| EL | EL |
| • Test and reclassify EL students | • Tested and reclassifed EL students |
| • Continue tutoring for EL students | • Continued tutoring for high school EL students |
| • Continue EL parent meetings with bilingual interpreters | • Added tutoring for EL middle school students. |
| • Have Spanish Language Version of texts available for Parents | • Continued EL parent meetings with bilingual interpreters |
| | • Spanish Language texts for some curriculum remain available. The newly adopted Elementary LA curriculum does not have Spanish language text available but has a strong ELD component. |
| | • Rewrote EL Master plan |

**Expenditures**

| BUDGETED | ESTIMATED ACTUAL |
|---|---|
| 1xxx – LCFF $86,209 | 1xxx  LCFF $86,209 |
| 2xxx – LCFF $4,006 | 2xxx- LCFF $4,006 |
| 3xxx – Supp/Conc $38,287 | 3xxx- LCFF $38,287 |
| 4xxx – LCFF $2,200 | 4xxx- LCFF $473 |
| 5xxx- LCFF $1000 | 5xxx- LCFF $2000 |

## 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. | Almost all of the actions/services were implemented. In addition, a new classroom was constructed to accommodate students placed in Introduction to College Preparatory Mathematics through the newly adopted Mathematics Placement Policy. After school enrichment and intervention was added at the Ventureland Program in grades 3-5. We were unable to implement the Scholastic Reading Program at the middle school level. We are planning to address this in the upcoming year. The lower percentage of growth in the Math CAASPP scores indicate an area of need. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | Growth in the CAASPP ELA scores, Science CST scores and number of students completing A-G requirements show that the actions directed towards this goal were effective. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | The need for purchasing resources to support our Special Education program was less than projected (Goal 1.2). The fee for Speech and Language services was omitted in the projection (Goal 1.2). The new textbook adoption did not include Spanish versions, so this expenditure was not made. |
| 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. | Improvement in performance of all students in Math has become an action step in the LCAP for the next three years (Goal 1.1). To improve our English Language Proficiency reclassification rate, a goal was included to expand tutoring services to our middle school EL students (Goal 1.3) and to pilot an online program for our high School Independent Study students (Goal 1.3). |

# 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

Create, cultivate and strengthen a safe, nurturing environment that supports learning.

State and/or Local Priorities Addressed by this goal:

| STATE | ☐ 1 | ☒ 2 | ☐ 3 | ☐ 4 | ☒ 5 | ☒ 6 | ☐ 7 | ☐ 8 |
| COE | ☐ 9 | | | | | | | |
| LOCAL | ☐ 10 | | | | | | | |

## ANNUAL MEASURABLE OUTCOMES

| EXPECTED | ACTUAL |
|---|---|
| **Parent Involvement**<br>• Continue current efforts to seek parent involvement and explore new ways to include parents in the school community.<br><br>• EL parents are encouraged to participate in all aspects of the school community. Additionally, EL parent meetings will be held at various grade and academy levels with interpreters to give non-English speaking parents a voice in the school community.<br><br>• Parents of students from exceptional needs are encouraged to participate in all aspects of the school community, as well as participating in the IEP process, as a team member to make decisions regarding their individual students needs.<br><br>**Pupil Engagement**<br>• Maintain or increase attendance rates of 95%.<br>• Maintain or decrease the Middle School Dropout rate.<br>• Decrease high school drop out rate by 1%<br>• Increase high school graduation rates for cohort and 5 year graduation.<br><br>**School Climate**<br>• Maintain a suspension rate of less than 2%<br>• Maintain 0% expulsion rate. | **Priority 3- Parent Involvement**<br>3A. ASC continued to meet regularly to support the school through a variety of means, including fundraising and grant disbursement.(Verified by ASC agendas and minutes).<br><br>3B. EL parent meetings were held at the elementary, middle and high school level. Representatives from Head Start and Migrant Education were speakers at two of these meetings. (Verified by meeting agendas and notes).<br><br>3C. There was participation from at least one parent or guardian at every IEP meeting. Outreach was done by the Special Education Department to inform parents of school and community support and events. (Verified by SEIS).<br><br>**Priority 5- Pupil Engagement**<br>5A. Attendance Rate: 98%<br>5C. Middle School Dropout rate:<br>2016-2017: 2.4% (Verified by School Pathways)<br>5D. High School Dropout rate:<br>2013-2014: 21.5%<br>2014-2015: 7.8%<br>2015-16: 6.2% (Verified by CDE Dataquest).<br>5E. High School Graduation Rate: 84.1% (Verified by CDE Dataquest).<br><br>**Priority 6- School Climate**<br>6A. Suspension rate: decreased to 1.60% (Verified by CDE Dataquest). |

Other Local Measures

- LCAP Survey results:

Respondents who answered agree or strongly agree to the following:

Facilities are in good repair – 95%
Access to working and current technology – 100%
Provides high levels of learning for all students – 95%
Provides opportunities for volunteering – 94%
Provides opportunities for sports and extracurricular activities – 84%
My child feels safe at school – 95%
Students have access to a counselor – 89%
My student has gained self confidence – 82%
Up to day information on student grades and progress – 100%
Provided information to prepare for going to college – 81%

- Senior Exit Survey Results 2015:

36% of MDA seniors have taken 1 or more AP course
22% attending 4-year university
58% attending 2-year college or trade school
20% will be joining the military or civilian workforce
13% have received scholarships other than financial need-based.

6B. Expulsion rate: remained at 0% (Verified by CDE Dataquest).

6C. LCAP Survey Results:

Percentage of respondents who agreed or strongly agreed with the following statements: (English/Spanish respondents)

VAFS school facilities are maintained in good repair: 95/100
My child has access to working and current technology at school: 100/100
My student is academically challenged to perform at his/ her best: 100/100
Venture Academy Provides opportunities for me to participate in my child's education: 92/100
Venture Academy provides opportunities for sports and extracurricular activities: 92/75
My child feels safe at school: 87/100
My student has access to a counselor: 92/100
My child has gained self confidence while enrolled in Venture Academy: 90/100
My student has a healthy balance of schoolwork and play: 95/100
I have up to date information on my students' grades and progress: 95/100
My student has received information to prepare him/her for going to college: 83/85
(Verified by LCAP survey results).

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

**Actions/Services**

### PLANNED

- Maintain 5 Campus monitors for school safety

- Maintain janitorial contracts

- Maintain adequate counseling staff for ease of student accessibility and success

- Maintain Athletic Director contract

- Maintain Automated communication system
- Continue to mail out information to parents and students
- Renew Jupiter grading system for parent and students access to grades and for 2-way communication between students, parents and school.
- Continue to train all staff in ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol.
- Provide supplies for parent workshops/meetings.
- Parents help organize and promote school-wide involvement in community events.
- Parents attend workshops/course offerings to learn with their children.

- Parents, as member of the Advisory School Council, have taken leadership roles in planning many school events: Prom, Grad Nite at Disneyland, 8th grade promotion, book fair, and numerous fundraising opportunities.

### ACTUAL

- A five member campus safety team was maintained. Within that team, 3 Safety Campus Technician positions were created with an increase in pay and expectations
- Janitorial contracts were maintained

- Counseling staff included 4 full time counselors and one full time counselor technician. A new counseling center was constructed and is staffed daily.

- Athletic Director contract was maintained.

- Automated phone communication system was maintained.
- Email communication through Jupiter was implemented schoolwide; Jupiter communication available in English and Spanish
- Text-blast communication with high school students and families was increased.

- Training for administration was provided in disaster management/FEMA
- Supplies were provided for parent meetings

- ASC continued to meet regularly to support the school through a variety of means, including fundraising and grant disbursement.

**Expenditures**

### BUDGETED
1xxx – LCFF $328,562
2xxx – LCFF $210,145
3xxx – LCFF $247,512
4xxx – LCFF $100
5xxx – LCFF $16,580

### ESTIMATED ACTUAL
1xxx- LCFF 264,698
2xxx- LCFF 263,746
3xxx- LCFF 244,600
4xxx LCFF $35,819
5xxxx LCFF $174,138

## Action 2

**Actions/Services**

**PLANNED**
- Require questionnaire to be completed by new enrollees with enrollment application outlining IS requirements
- Give all students a copy of the Master Agreement
- Offer remediation and enrichment courses
- Intervention in areas of parental involvement in both English only and EL families.

**ACTUAL**
These goals applied specifically to the students in the Independent Study Academy: --All students signed and reviewed Master Study agreement.
- Students were assigned on line enrichment and remediation coursework as appropriate. - Some Students were enrolled in a combination of independent study coursework and on-site classes to address academic and/or social gaps.

**Expenditures**

**BUDGETED**
1xxx – LCFF $13,095
3xxx – LCFF $2,179

**ESTIMATED ACTUAL**
1xxx- LCFF $13,000
3xxx- LCFF $2,179

## Action 3

**Actions/Services**

**PLANNED**
EL
- Increase communication access for non-English speaking parents.
- Continue to offer EL parent meetings in all grade levels and academies and provide all needed supplies
- Expand the amount of curriculum available in Spanish for parents.

**ACTUAL**
EL
- Jupiter communication system was implemented schoolwide with Spanish translation available.
- EL parent meetings were held at the elementary, middle and high school levels; all needed supplies were provided.
- Ventureland elementary staff reviewed and compared curriculum from three different publishers to choose and implement the curriculum that provided the most effective ELD support.

**Expenditures**

**BUDGETED**
4xxx – LCFF $5,000
5xxx – LCFF $1,200

**ESTIMATED ACTUAL**
4xxx  LCFF $8,520
5xxx- LCFF 0

## 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. | Venture Academy implemented most of the action steps identified in the 2015-16 LCAP. In addition, VAFS renovated space for and currently staffs a counseling center to serve all students, including EL students and students with special needs. Tutoring for targeted EL students was implemented at the middle school. The campus team of five was upgraded to include three newly created campus safety technician positions. One of the challenges has been the attendance and participation of our EL parents at the parent meetings. We will continue to work on this. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | All actions and services for this goal have been effective, as evidenced by our suspension and expulsion rate and student participation in school activities. Survey results indicate that the majority of parents feel that their children are safe at school. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | Actual expenditures for this goal include the renovation and upgrade of an unused space to create and maintain a counseling center. |
| 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. | Venture Academy will continue to promote the mental health of all students. Hiring a full time psychologist and full time school nurse will help reach that goal, as reflected in Goal 2.1.<br><br>Action 2 was not included in the 2017-18 LCAP because it is part of our general practice. |

# 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?

- Administrative engagement was included within the leadership team meetings, December 2016 through May 2017.
- Presentation of LCAP made to Venture Academy Advisory School Council (ASC): February 7, 2017
- Input into the LCAP was incorporated into the WASC self study. (kick-off January 2017).
- Parent survey posted in English and Spanish on website.
- Letter inviting parents and local community members to public meeting posted on website. Automated telephone call, electronic message through Jupiter, flyers sent notifying parents of stakeholder meetings.  Personal invitation to target stakeholders, including board members and CTA representative, made.
- EL parent meetings for feedback regarding school goals.
- LCAP draft presented to student representatives on the Advisory School Council.
- Public meetings with stakeholders held on March 13, 2017 and March 18, 2017.
- Draft posted on VAFS website beginning April 10, 2017 for public feedback.
- Public hearing held on June 23, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Stakeholder input and review of data formed the basis for our goals.
Feedback reinforced the need for expanding student support to include the services of a full time school psychologist, school nurse and collaborating with a Math consultant.

# 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

Students will demonstrate continuous progress toward mastery of a core body of knowledge that will prepare them for college and career.

State and/or Local Priorities Addressed by this goal:

| STATE | ☒ 1 | ☒ 2 | ☐ 3 | ☒ 4 | ☐ 5 | ☒ 6 | ☒ 7 | ☒ 8 |
|---|---|---|---|---|---|---|---|---|
| COE | ☐ 9 | ☐ 10 | | | | | | |
| LOCAL | | | | | | | | |

Identified Need

Successful students need access to quality instruction, qualified staff, standards aligned curriculum, a safe and nurturing campus and appropriate technology as demonstrated by information gleaned from meetings with various stakeholder groups and review of student data and programs.

## EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Priority 1: Basic | Priority 1: Basic | Priority 1: Basic | Priority 1: Basic | Priority 1: Basic |
| 1A. Teachers appropriately assigned and fully credentialed. | 1A. In 2016-17, all teachers in core subjects appropriately assigned and fully credentialed as documented in CalPADS. | 1A. Hire and assign appropriately credentialed teachers in core subjects. | 1A. Hire and assign appropriately credentialed teachers in core subjects. | 1A. Hire and assign appropriately credentialed teachers in core subjects. |
| 1B. Access to Instructional Materials | 1B. In 2016-17, all students had access to grade level, standards aligned curriculum as verified by our library system and record of purchases of state adopted curriculum. | 1B. All students will have access to grade level, standards aligned curriculum. | 1B. All students will have access to grade level, standards aligned curriculum. | 1B. All students will have access to grade level, standards aligned curriculum. |
| 1C. Facilities are maintained. | 1C. In 2016-17, facilities were "exemplary" as measured by FIT. | 1C. Facilities will be in good repair as measured by FIT. | 1C. Facilities will be in good repair as measured by FIT. | 1C. Facilities will be in good repair as measured by FIT. |

| Metric | Baseline | Year 1 | Year 2 | Year 3 |
|---|---|---|---|---|
| Priority 2: Implementation of State Standards | Priority 2: Implementation of State Standards | Priority 2: Implementation of State Standards | Priority 2: Implementation of State Standards | Priority 2: Implementation of State Standards |
| 2A. Implementation of SBE-adopted standards | 2A. In 2016 -17, state standards were implemented as evidenced through high school course catalog, classroom observation, and standards based curriculum. | 2A. Implement state standards as evidenced through high school course catalog, classroom observation, and standards based curriculum. | 2A. Implement state standards as evidenced through high school course catalog, classroom observation, and standards based curriculum. | 2A. Implement state standards as evidenced through high school course catalog, classroom observation, and standards based curriculum. |
| 2B. How programs/services enable English Learners to access the CA Standards and ELD Standards | 2.B. Support was offered for EL students through dedicated components of the elementary ELA curriculum, SDAIE strategies implemented by teachers holding the appropriate ELD credential, and after school tutoring. (Verified by CALPADs) | 2.B. Support will be offered for EL students through dedicated components of the elementary ELA curriculum, SDAIE strategies implemented by teachers holding the appropriate ELD credential, and after school tutoring. | 2.B. Support will be offered for EL students through dedicated components of the elementary ELA curriculum, SDAIE strategies implemented by teachers holding the appropriate ELD credential, and after school tutoring. | 2.B. Support will be offered for EL students through dedicated components of the elementary ELA curriculum, SDAIE strategies implemented by teachers holding the appropriate ELD credential, and after school tutoring. |
| Priority 4: Pupil Achievement | Priority 4: Pupil Achievement | Priority 4: Pupil Achievement | Priority 4: Pupil Achievement | Priority 4: Pupil Achievement |
| 4A. Statewide Assessments | 4A. 2015-16 CAASPP scores: ELA: Percentage of students who met or exceeded standards: 35% Math: Percentage of students who met or exceeded standards: 19% Science: Percentage of students in grades 5, 8 and 10 scoring proficient or advanced: 36% (Verified by CDE Dataquest). | 4A. Maintain or improve CAASPP scores. | 4A. Maintain or improve CAASPP scores. | 4A. Maintain or improve CAASPP scores. |
| 4B. API | 4B. API was suspended and has been replaced with the California School Dashboard. | n/a | n/a | n/a |
| 4C. A-G Completion | 4C. 2015-16 A-G completion rate: 23% (Verified by CALPADs). | 4C. Maintain or improve A-G completion rate. | 4C. Maintain or improve A-G completion rate. | 4C. Maintain or improve A-G completion rate. |
| 4F. Percentage of Pupils who pass an AP exam | 4F. Of 131 AP tests taken in 2015-16, 40 were passed with a 3 or higher (30.5%) (Verified by Educational Testing | 4F. Maintain or improve AP passing rate. | 4F. Maintain or improve AP passing rate. | 4F. Maintain or improve AP passing rate. |

| Services). | | | | |
|---|---|---|---|---|
| 4G. Percentage of Pupils who demonstrate college preparedness on assessments | 4G. CASSP scores from 2015-16 Percentage of 11th graders college ready in ELA: 9% Percentage of 11th graders conditionally ready in ELA: 27% Percentage of 11th graders college ready in Math: 3% Percentage of 11th graders conditionally ready in Math: 5% (Verified by CDE Dataquest). | 4G. Maintain or improve college preparedness rates for college readiness. | 4G. Maintain or improve college preparedness rates for college readiness. | 4G. Maintain or improve college preparedness rates for college readiness. |
| 4D. EL progress (CELDT/ELPAC) | 4D. 2016-17 EL progress: Beginning level improving one level or more was 92%. Early Intermediate level improving one level or more was 60%. Intermediate level improving one level or more was 64%. Early Advanced improving one level or more was 31%. (Verified by CELDT results). | 4D. Maintain or improve EL progress rates. | 4D. Maintain or improve EL progress rates. | Maintain or improve EL progress rates. |
| 4E. EL Reclassification rate | 4E. EL reclassification rate for 2016-17 was 28%. (Verified by CDE Dataquest). | 4E. Maintain or improve EL reclassification rate. | 4E. Maintain or improve EL reclassification rate. | 4E. Maintain or improve EL reclassification rate. |
| Priority 7: Course Access 7A. Broad Course of study 7B. Programs/Services developed and provided to unduplicated pupils | Priority 7: Course Access 7A, B, C. In 2016-17, all students, including unduplicated and students with exceptional needs, had access to a broad course of study, as evidenced course of study, as evidenced by our | Priority 7: Course Access 7A, B, C. All students, including unduplicated and students with exceptional needs, will have access to a broad course of study, as evidenced by our | Priority 7: Course Access 7A, B, C. All students, including unduplicated and students with exceptional needs, will have access to a broad course of study, as evidenced by our | Priority 7: Course Access 7A, B, C. All students, including unduplicated and students with exceptional needs, will have access to a broad course of study, as evidenced by our |

| 7C. Programs/Services developed and provided to individuals with exceptional needs | by our course catalog. | course catalog. | course catalog. | course catalog. |
|---|---|---|---|---|
| Priority 8: Other Pupil Outcomes<br>Student Portfolios<br>Student Performance<br>Student Competitions | Priority 8: Other Pupil Outcomes<br>Students in three focus academies created portfolios to demonstrate their progress and achievements, as evidenced by their portfolios.<br>Students in the Foundations Academy performed in two lunch theater productions and an evening production as evidenced on the school calendar.<br>Students competed in the County and State Mock Trial Competition, state music and dance competitions and Career Technical competitions as evidenced in SJCOE Outlook and field trip forms. | Priority 8: Other Pupil Outcomes<br>Students in three focus academies will create and maintain portfolios.<br>Student will perform and compete in local and state competitions as the opportunities arise. | Priority 8: Other Pupil Outcomes<br>Students in three focus academies will create and maintain portfolios.<br>Student will perform and compete in local and state competitions as the opportunities arise. | Priority 8: Other Pupil OutcomesStudents in three focus academies will create and maintain portfolios.<br>Student will perform and compete in local and state competitions as the opportunities arise. |

## 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 with Disabilities   ☐

Location(s)

☐ All Schools   ☐ Specific Schools:

**OR**

☐ Specific Grade spans:

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

**Students to be Served**

English Learners [x]   Foster Youth [x]   Low Income [x]

**Location(s)**

All Schools [x]   Specific Schools: [ ]

**Scope of Services**

LEA-wide [x]   Schoolwide [ ]   **OR**   Limited to Unduplicated Student Group(s) [ ]   Specific Grade spans: [ ]

## ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| New [ ]  Modified [x]  Unchanged [ ] | New [ ]  Modified [x]  Unchanged [ ] | New [ ]  Modified [x]  Unchanged [ ] |
| **All Students**<br>• Continue to hire fully qualified staff<br>• Provide Staff Development for staff<br>• Continue ALEKS licensing and other Math remediation support as needed.<br>• Continue Licensing for EdPerformance or other on-line schoolwide assessment program to measure and support student academic growth<br>• Update technology to support student learning<br>• Purchase additional state aligned texts as they become available<br>• Purchase additional literature to support student learning<br>• Collaborate with Math consultant to improve student Math performance for all students, including those in the target subgroups.<br>• Provide general academic supplies for all academies<br>• Design and implement strategies to inform parents about college and career pathways<br>• Maintain facilities in good repair<br><br>**High School**<br>• Continue to offer students, including those in target subgroups, greater exposure to college information including application process, college programs, financial aid, and scholarships through workshops | **All Students**<br>• Continue to hire fully qualified staff<br>• Provide Staff Development for staff<br>• Continue ALEKS licensing and other Math remediation support as needed.<br>• Continue Licensing for EdPerformance or other on-line schoolwide assessment program to measure and support student academic growth<br>• Update technology to support student learning<br>• Purchase additional state aligned texts as they become available<br>• Purchase additional literature to support student learning<br>• Based on review of data, continue services with Math consultant<br>• Provide general academic supplies for all academies<br>• Design and implement strategies to inform parents about college and career pathways<br>• Facilities maintained in good repair<br><br>**High School**<br>• Continue to offer students, including those in target subgroups, greater exposure to college information including application process, college programs, financial aid, and scholarships through workshops and field trips to universities.<br>• Continue to Purchase AP test prep materials. | **All Students**<br>• Continue to hire fully qualified staff<br>• Provide Staff Development for staff<br>• Continue ALEKS licensing and other Math remediation support as needed.<br>• Continue Licensing for EdPerformance or other on-line schoolwide assessment program to measure and support student academic growth<br>• Update technology to support student learning<br>• Purchase additional state aligned texts as they become available<br>• Purchase additional literature to support student learning<br>• Based on review of data, continue services with Math consultant<br>• Provide general academic supplies for all academies<br>• Design and implement strategies to inform parents about college and career pathways<br>• Facilities maintained in good repair<br><br>**High School**<br>• Continue to offer students, including those in target subgroups, greater exposure to college information including application process, college programs, financial aid, and scholarships through workshops and field trips to universities.<br>• Continue to Purchase AP test prep materials. |

- and field trips to universities.
- Continue to Purchase AP test prep materials.
- Provide opportunities for AP training
- Expand the AVID elective courses to accommodate student needs and implement AVID strategies in multiple content areas

Middle School
- Purchase literature to support student learning
- Purchase art supplies
- Expand the AVID elective courses to accommodate student needs and implement AVID strategies in multiple content areas

Elementary School
- Continue online/computer-based tutorials.
- Continue Scholastic Reading program.
- Implement AVID in the fifth grade Ventureland classrooms

- Provide opportunities for AP training
- Expand the AVID elective courses to accommodate student needs and implement AVID strategies in multiple content areas

Middle School
- Purchase literature to support student learning
- Purchase art supplies
- Expand the AVID elective courses to accommodate student needs and implement AVID strategies in multiple content areas

Elementary School
- Continue online/computer-based tutorials.
- Continue Scholastic Reading program.
- Based on review of data, implement AVID in fourth grade Ventureland classrooms

- Provide opportunities for AP training
- Expand the AVID elective courses to accommodate student needs and implement AVID strategies in multiple content areas

Middle School
- Purchase literature to support student learning
- Purchase art supplies
- Expand the AVID elective courses to accommodate student needs and implement AVID strategies in multiple content areas

Elementary School
- Continue online/computer-based tutorials.
- Continue Scholastic Reading program.
- Based on review of data, implement AVID in the third grade Ventureland classrooms

## BUDGETED EXPENDITURES

**2017-18**

| | |
|---|---|
| Amount | $6,006,718 |
| Source | LCFF |
| Budget Reference | 1xxx – |
| Amount | $1,086,112 |
| Source | LCFF |
| Budget Reference | 2xxx – |
| Amount | $2,643,349 |
| Source | LCFF |
| Budget Reference | |

**2018-19**

| | |
|---|---|
| Amount | $6,006,718 |
| Source | LCFF |
| Budget Reference | 1xxx – |
| Amount | $1,086,112 |
| Source | LCFF |
| Budget Reference | 2xxx – |
| Amount | $2,643,349 |
| Source | LCFF |
| Budget Reference | |

**2019-20**

| | |
|---|---|
| Amount | $6,006,718 |
| Source | LCFF |
| Budget Reference | 1xxx- |
| Amount | $1,086,112 |
| Source | LCFF |
| Budget Reference | 2xxx- |
| Amount | $2,643,349 |
| Source | LCFF |
| Budget Reference | |

## Action 2

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

| | 3xxx – | | 3xxx – | | 3xxx- |
|---|---|---|---|---|---|
| Amount | $1,229,920 | Amount | $1,229,920 | Amount | $1,229,920 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | 4xxx – | Budget Reference | 4xxx – | Budget Reference | 4xxx- |
| Amount | $55,000 | Amount | $55,000 | Amount | $55,000 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | 5xxx – | Budget Reference | 5xxx – | Budget Reference | 5xxx- |

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

**Students to be Served**

☐ All    ☒ Students with Disabilities    ☐

OR

☒ All Schools    ☐ Specific Schools:      ☐ Specific Grade spans: 

**Location(s)**

---

**Students to be Served**

☐ English Learners    ☐ Foster Youth    ☐ Low Income

**OR**    ☐ Limited to Unduplicated Student Group(s)

**Scope of Services**

☐ LEA-wide    ☐ Schoolwide

**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 |
| Special Education | Special Education | Special Education |

- Continue to hire fully qualified staff
- Provide assessment materials for Special Education
- Provide appropriate technology to supports students with disabilities

- Continue to hire fully qualified staff
- Provide assessment materials for Special Education
- Provide appropriate technology to supports students with disabilities

- Continue to hire fully qualified staff
- Provide assessment materials for Special Education
- Provide appropriate technology to supports students with disabilities

## BUDGETED EXPENDITURES

### 2017-18

| Field | Value |
|---|---|
| Amount | $476,970 |
| Source | LCFF |
| Budget Reference | 1xxx – |
| Amount | $181,175 |
| Source | LCFF |
| Budget Reference | 3xxx – |
| Amount | $244,148 |
| Source | LCFF |
| Budget Reference | 2xxx – |
| Amount | $25,000 |
| Source | LCFF |
| Budget Reference | 4xxx – |
| Amount | $100,000 |
| Source | LCFF |
| Budget Reference | 5xxx- |

### 2018-19

| Field | Value |
|---|---|
| Amount | $476,970 |
| Source | LCFF |
| Budget Reference | 1xxx – |
| Amount | $181,175 |
| Source | LCFF |
| Budget Reference | 3xxx – |
| Amount | $244,148 |
| Source | LCFF |
| Budget Reference | 2xxx – |
| Amount | $25,000 |
| Source | LCFF |
| Budget Reference | 4xxx – |
| Amount | $100,000 |
| Source | LCFF |
| Budget Reference | 5xxx- |

### 2019-20

| Field | Value |
|---|---|
| Amount | $476,970 |
| Source | LCFF |
| Budget Reference | 1xxx- |
| Amount | $181,175 |
| Source | LCFF |
| Budget Reference | 3xxx- |
| Amount | $244,148 |
| Source | LCFF |
| Budget Reference | 2xxx- |
| Amount | $25,000 |
| Source | LCFF |
| Budget Reference | 4xxx- |
| Amount | $100,000 |
| Source | LCFF |
| Budget Reference | 5xxx- |

## Action 3

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

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

Students to be Served

☐ All

OR

Students to be Served

☒ English Learners   ☐ Foster Youth   ☐ Low Income

Location(s)

☐ All Schools   ☐ Specific Schools:   ☐ Specific Grade spans:

Scope of Services

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

Location(s)

☒ All Schools   ☐ Specific Schools:   ☐ Specific Grade spans:

## ACTIONS/SERVICES

### 2017-18

☐ New   ☒ Modified   ☐ Unchanged

EL
- Continue tutoring for EL students
- Continue EL parent meetings with bilingual interpreters
- Pilot the use of Rosetta Stone to support EL students in the Independent Study Program

### 2018-19

☐ New   ☒ Modified   ☐ Unchanged

EL
- Continue tutoring for EL students
- Continue EL parent meetings with bilingual interpreters
- Based on review of data, continue the use of Rosetta Stone to support EL students in the Independent Study Program

### 2019-20

☐ New   ☐ Modified   ☒ Unchanged

EL
- Continue tutoring for EL students
- Continue EL parent meetings with bilingual interpreters
- Based on review of data, continue the use of Rosetta Stone to support EL students in the Independent Study Program

## BUDGETED EXPENDITURES

| | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $90,000 | $90,000 | $90,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | 1xxx – | 1xxx – | 1xxx- |
| Amount | $4,006 | $4,006 | $4,006 |

| Source | LCFF |
|---|---|
| Budget Reference | 2xxx – |
| Amount | $38,287 |
| Source | LCFF |
| Budget Reference | 3xxx – |
| Amount | $2,200 |
| Source | LCFF |
| Budget Reference | 4xxx – |

| Source | LCFF |
|---|---|
| Budget Reference | 2xxx – |
| Amount | $38,287 |
| Source | LCFF |
| Budget Reference | 3xxx – |
| Amount | $2,200 |
| Source | LCFF |
| Budget Reference | 4xxx – |

| Source | LCFF |
|---|---|
| Budget Reference | 2xxx- |
| Amount | 38,287 |
| Source | LCFF |
| Budget Reference | 3xxx- |
| Amount | $2,200 |
| Source | LCFF |
| Budget Reference | 4xxx- |

# 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

Create, cultivate and strengthen a safe, nurturing environment that supports learning.

<u>State and/or Local Priorities Addressed by this goal:</u>

| STATE | ☐ 1 | ☐ 2 | ☒ 3 | ☐ 4 | ☒ 5 | ☒ 6 | ☐ 7 | ☐ 8 |
|---|---|---|---|---|---|---|---|---|
| COE | ☐ 9 | ☐ 10 | | | | | | |
| LOCAL | | | | | | | | |

<u>Identified Need</u>

Through meetings with various stakeholder groups, review of student data and programs, VAFS understands that successful students need access to quality instruction, qualified staff, standards aligned curriculum, a safe and nurturing campus, parental involvement, extra curricular opportunities and building blocks to succeed beyond high school.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Priority 3: Parent Involvement<br><br>3A. Efforts to seek parent input in decision making | Priority 3: Parent Involvement<br><br>3A. Parents participated in the Advisory School Council (ASC). The ASC was chaired by a parent and all parent positions on the ASC were filled. Grades K-2 teachers met one on one in the beginning of the year with each student and parents and held midyear parent conferences. All other grades and academies held academy specific orientations, which included information about communication and parent involvement. Parents of students enrolled in the AVID program participated in a "college day." Parents volunteered to run | Priority 3: Parent Involvement<br><br>All ASC openings will remain filled. Grade level conferences and academy orientations will continue. | Priority 3: Parent Involvement<br><br>All ASC openings will remain filled. Grade level conferences and academy orientations will continue. | Priority 3: Parent Involvement<br><br>All ASC openings will remain filled. Grade level conferences and academy orientations will continue. |

| | | | | |
|---|---|---|---|---|
| 3B. How the charter promotes parental participation in programs for unduplicated pupils. | booths at the annual Fall Festival. Communication through JupiterEd or Haiku was implemented for students in on-site academies. 3B. 35 parents attended EL parent meetings held at their students' academies. | 3B. Language Development Leader will collaborate with school staff to increase EL parent participation. | 3B. Language Development Leader will collaborate with school staff to increase EL parent participation. | 3B. Language Development Leader will collaborate with school staff to increase EL parent participation. |
| 3C. How the charter promotes parental participation in programs for individuals with exceptional needs. | 3C. All parents of students with special needs felt that VAFS facilitated parent involvement as a means of improving services and results for their children, as measured by responses recorded on IEP notes. All parents of students with special needs and students in general education were encouraged to attend the Community Advisory Committee workshops and trainings aimed at providing parents an opportunity to learn and share with other parents who have similar experiences. | 3C. All parents of students with special needs will continue to feel that VAFS facilitates parent involvement as a means of improving services and results for their children, as measured by responses recorded on IEP notes. All parents of students with special needs and students in general education were encouraged to attend the Community Advisory Committee workshops and trainings aimed at providing parents an opportunity to learn and share with other parents who have similar experiences. | 3C. All parents of students with special needs will continue to feel that VAFS facilitates parent involvement as a means of improving services and results for their children, as measured by responses recorded on IEP notes. All parents of students with special needs and students in general education were encouraged to attend the Community Advisory Committee workshops and trainings aimed at providing parents an opportunity to learn and share with other parents who have similar experiences. | 3C. All parents of students with special needs will continue to feel that VAFS facilitates parent involvement as a means of improving services and results for their children, as measured by responses recorded on IEP notes. All parents of students with special needs and students in general education were encouraged to attend the Community Advisory Committee workshops and trainings aimed at providing parents an opportunity to learn and share with other parents who have similar experiences. |
| Priority 5: Pupil Engagement | Priority 5: Pupil Engagement | Priority 5: Pupil Engagement | Priority 5: Pupil Engagement | Priority 5: Pupil Engagement |
| 5A. School Attendance | 5A. Attendance rate: 98% (Verified by School Pathways SIS) | 5A. Maintain or increase attendance rate. | 5A. Maintain or increase attendance rate. | 5A. Maintain or increase attendance rate. |
| 5B. Chronic Absenteeism | 5B. Chronic Absenteeism Rate for 2016-17: 5.4% (Verified by School Pathways SIS) | 5B. Maintain or decrease chronic absenteeism rate. | 5B. Maintain or decrease chronic absenteeism rate. | 5B. Maintain or decrease chronic absenteeism rate. |
| 5C. Middle School Dropout Rate | 5C. Middle School Dropout Rate for 2016 -17 2.4% (Verified by School Pathways) | 5C. Maintain or decrease middle school drop-out rate. | 5C. Maintain or decrease middle school drop-out rate. | 5C. Maintain or decrease middle school drop-out rate. |
| 5D. High School Dropout Rate | 5D. High School Dropout rate: (2015-16) 6.2%. (Verified by School Pathways) | 5D. Maintain or decrease High School dropout rate. | 5D. Maintain or decrease High School dropout rate. | 5D. Maintain or decrease High School dropout rate. |

| | | | | |
|---|---|---|---|---|
| CDE Dataquest). | | | | |
| 5E. High School Graduation Rate | 5E. High School graduation rate: (2015-16) 84.1%. (Verified by CDE Dataquest) | 5E. Increase High School graduation rate | 5E. Increase High School graduation rate | 5E. Increase High School graduation rate |
| Priority 6: School Climate<br>6A. Pupil Suspension Rate | Priority 6: School Climate<br>6A. Suspension rate: 1.60% (Verified by CDE Dataquest) | Priority 6: School Climate<br>6A. Maintain or decrease suspension rate. | Priority 6: School Climate<br>6A. Maintain or decrease suspension rate. | Priority 6: School Climate<br>6A. Maintain or decrease suspension rate. |
| 6B. Pupil Expulsion Rate | 6B. Expulsion rate: 0% (Verified by CDE Dataquest) | 6B. Continue to maintain expulsion rate of 0. | 6B. Continue to maintain expulsion rate of 0. | 6B. Continue to maintain expulsion rate of 0. |
| 6C. Other local measures, incl. surveys of pupils, parents and teachers on safety and school connectedness. | 6C. Parent Survey Results from 2016-17 Percentage of respondents who agreed or strongly agreed with the following statements: (English/Spanish respondents) VAFS school facilities are maintained in good repair: 95/100 Venture Academy Provides opportunities for me to participate in my child's education: 92/100 Venture Academy provides opportunities for sports and extracurricular activities: 92/75 My child feels safe at school: 87/100 My student has access to a counselor: 92/100 My child has gained self confidence while enrolled in Venture Academy: 90/100 My student has a healthy balance of schoolwork and play: 95/100 (Verified by LCAP Survey Results) | 6C. We will continue to administer school climate surveys in an effort to maintain positive results and to promote a safe learning environment. Survey results will continue to show a high level of satisfaction with the school. | 6C. We will continue to administer school climate surveys in an effort to maintain positive results and to promote a safe learning environment. Survey results will continue to show a high level of satisfaction with the school. | 6C. We will continue to administer school climate surveys in an effort to maintain positive results and to promote a safe learning environment. Survey results will continue to show a high level of satisfaction with the school. |

# 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 with Disabilities        ☐ _____

Location(s)

☐ All Schools        ☐ Specific Schools: _____        ☐ Specific Grade spans: _____

### 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 |
| • Maintain campus safety team to support a positive and safe school culture<br>• Maintain janitorial contracts<br>• Hire full time school psychologist<br>• Hire full time school nurse<br>• Maintain counseling staff<br>• Maintain Athletic Director contract | • Maintain campus safety team to support a positive and safe school culture<br>• Maintain janitorial contracts<br>• Maintain full time school psychologist<br>• Maintain full time school nurse<br>• Maintain counseling staff<br>• Maintain Athletic Director contract | • Maintain campus safety team to support a positive and safe school culture<br>• Maintain janitorial contracts<br>• Maintain full time school psychologist<br>• Maintain full time school nurse<br>• Maintain counseling staff<br>• Maintain Athletic Director contract |

- Maintain Automated communication system
- Continue to mail out information to parents and students
- Renew Jupiter grading system for parent and students access to grades and for 2-way communication between students, parents and school.

- Provide supplies for parent workshops/meetings.
- Parents help organize and promote school-wide involvement in community events.

- Promote active parental involvement of Advisory School Council

- Maintain Automated communication system
- Continue to mail out information to parents and students
- Renew Jupiter grading system for parent and students access to grades and for 2-way communication between students, parents and school.

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- Provide supplies for parent workshops/meetings.
- Parents help organize and promote school-wide involvement in community events.

- Promote active parental involvement of Advisory School Council

## BUDGETED EXPENDITURES

**2017-18**

| Field | Value |
| --- | --- |
| Amount | $460,444 |
| Source | LCFF |
| Budget Reference | 1xxx – |
| Amount | $210,145 |
| Source | LCFF |
| Budget Reference | 2xxx – |
| Amount | $247,512 |
| Source | LCFF |
| Budget Reference | 3xxx – |
| Amount | $100 |
| Source | LCFF |
| Budget Reference | 4xxx – |
| Amount | $16,580 |

**2018-19**

| Field | Value |
| --- | --- |
| Amount | $460,444 |
| Source | LCFF |
| Budget Reference | 1xxx – |
| Amount | $210,145 |
| Source | LCFF |
| Budget Reference | 2xxx – |
| Amount | $210,145 |
| Source | LCFF |
| Budget Reference | 3xxx – |
| Amount | $100 |
| Source | LCFF |
| Budget Reference | 4xxx – |
| Amount | $16,580 |

**2019-20**

| Field | Value |
| --- | --- |
| Amount | $460,444 |
| Source | LCFF |
| Budget Reference | 1xxx- |
| Amount | $210,145 |
| Source | LCFF |
| Budget Reference | 2xxx- |
| Amount | $210,145 |
| Source | LCFF |
| Budget Reference | 3xxx- |
| Amount | $100 |
| Source | LCFF |
| Budget Reference | 4xxx- |
| Amount | $16,580 |

## Action 2

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

Students to be Served
☐ All ☐ Students with Disabilities ☐ _____

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

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

Students to be Served
☐ English Learners ☐ Foster Youth ☐ Low Income

**OR**

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 |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| Source LCFF | Source LCFF | Source LCFF |
| Budget Reference 5xxx – | Budget Reference 5xxx – | Budget Reference 5xxx- |

## Action 3

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

Students to be Served
☐ All ☐ Students with Disabilities ☐

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

Students to be Served

☒ English Learners ☐ Foster Youth ☐ Low Income

**OR**

☐ Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

**OR**

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

EL
- Increase communication and access for non-English speaking parents.
- Continue to offer EL parent meetings in all grade levels and academies and provide all needed supplies.

**2018-19**

☐ New ☐ Modified ☒ Unchanged

EL
- Increase communication and access for non-English speaking parents.
- Continue to offer EL parent meetings in all grade levels and academies and provide all needed supplies

**2019-20**

☐ New ☒ Modified ☐ Unchanged

EL
- Maintain or increase communication and access for non-English speaking parents.
- Continue to offer EL parent meetings in all grade levels and academies and provide all needed supplies

### BUDGETED EXPENDITURES

| | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $5,000 | $5,000 | $5,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | 4xxx – | 4xxx – | 4xxx- |
| Amount | $1,200 | $1,200 | $1,200 |
| Source | LCFF | LCFF | LCFF |

| Budget Reference | 5xxx – |
| --- | --- |

| Budget Reference | 5xxx – |
| --- | --- |

| Budget Reference | 5xxx- |
| --- | --- |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  ☒ 2017–18  ☐ 2018–19  ☐ 2019–20

$2,781,286    Percentage to Increase or Improve Services: 20.22%

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).

Our charter is 69% unduplicated, which makes it a Charter-wide charter. We plan to use the funds to support the following:

The following services are incorporated into Goal 1 actions:

- Maintain facilities in good repair
- Continue to hire fully qualified staff
- Provide Staff Development for staff
- Continue ALEKS licensing.
- Continue Licensing for EdPerformance or similar schoolwide assessment program
- Provide up to date technology for students
- Purchase additional state aligned texts as they become available
- Purchase literature to support student learning
- Provide general academic supplies
- Offer students greater exposure to college information including application process, college programs, financial aid, and scholarships through workshops and field trips to universities.
- Purchase AP test prep materials.
- Offer opportunity for AP training for teachers of those courses
- Expand AVID Elective classes for high school and middle school and implement AVID strategies in content classes
- Collaborate with Math consultant to improve student achievement in Math
- Purchase art supplies
- Implement AVID in the 5th grade elementary classroom
- Continue online/computer-based tutorials.
- Continue Scholastic Reading program.
- Provide assessment materials for Special Education
- Provide appropriate technology to supports students with disabilities
- Test and reclassify EL students
- Continue tutoring for EL students
- Continue EL parent meetings with bilingual interpreters

- Pilot the use of Rosetta Stone to support EL students in the high school Independent Study Program

The following actions and services are incorporated into Goal 2 actions

- Maintain a team of campus safety technicians and monitors
- Maintain janitorial contracts
- Maintain professional counseling staff
- Hire full time school psychologist
- Hire full time school nurse
- Maintain Athletic Director contract
- Maintain Automated communication system
- Continue to mail out information to parents and students
- Renew Jupiter grading system for parent and students access to grades and for 2-way communication between students, parents and school
- Provide supplies for parent workshops/meetings
- Encourage parent involvement through the Advisory School Council
- Increase communication and access for non-English Speaking parents

We plan to improve or increase services by doing the following:

We will continue to improve services for target populations. Language Development Leader will conduct professional development for teachers in EL strategies and provide support for EL students and their parents. On line programs will identify and address areas of need for target populations. Programs such as AVID and other college and career readiness will help to improve graduations rates and college and career readiness for targeted pupils.

# Revised 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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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

*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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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 *Education Code* 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 5 *CCR* 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* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 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 for English Language Arts
      b. Mathematics – Common Core State Standards for Mathematics
      c. English Language Development
      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 UC or 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 CELDT;
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;

C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

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

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:
A. S broad course of study including courses described under 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 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 *Education Code* 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 *California Code of Regulations*, title 5, Section 1039.1.

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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 *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

**Guiding Questions: Stakeholder Engagement**

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

**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 *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?