Introduction:
LEA: Venture Academy   **Contact (Name, Title, Email, Phone Number):_Kathleen Focacci, Division Director, kfocacci@sjcoe.net, 209.468.5940**

1.   **LCAP Year: <u>2016-17</u>**

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

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

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

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

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

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

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

Involvement Process	Impact on LCAP
-All VAFS staff met in small groups to discuss and review previous goals on January 29, 2016 -Academy and grade level teams met as Professional Learning Communities to draft goals specific to their sites and grade levels on March 1, 2016 -Presentation of LCFF and LCAP made to Venture Academy Advisory Site Council (ASC). ASC members approved parent survey and gave their input. -Parent survey posted in English and Spanish on website. -Letters mailed school-wide inviting parents and local community members, including CTA representative, to public meeting in February 2016. -EL parent meetings for feedback regarding school goals. -Public meeting with stakeholders held on March 1, 2016 and March 10, 2016. -Draft posted on VAFS website beginning April 8, 2016 for public feedback. -Student surveys, VOLT student leadership team and student representatives in ASC have input on LCAP goals.	Stakeholder input formed the basis for our goals. Changes that were made due to involvement Changed from 15 goals to 2 Condensed actions and services. Addressed metrics to add details using baseline data. Increase of involvement of stakeholders

Annual Update:	Annual Update:
-All VAFS staff met in small groups to discuss and review previous goals on January 29, 2016 -Academy and grade level teams met as Professional Learning Communities to draft goals specific to their sites and grade levels on March 1, 2016 -Presentation of LCFF and LCAP made to Venture Academy Advisory Site Council (ASC). ASC members approved parent survey and gave their input. -Parent survey posted in English and Spanish on website. -Letters mailed school-wide inviting parents and local community members, including CTA representative, to public meeting in February 2016. -EL parent meetings for feedback regarding school goals. -Public meeting with stakeholders held on March 1, 2016 and March 10, 2016. -Draft posted on VAFS website beginning April 8, 2016 for public feedback. -Student surveys, VOLT student leadership team and student representatives in ASC have input on LCAP goals.	Changes that were made due to involvement Changed from 15 goals to 2 Condensed actions and services. Addressed metrics to add details using baseline data. Increase of involvement of stakeholders

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

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

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

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

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

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

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

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

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

9) What information was considered/reviewed for individual schoolsites?

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

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

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

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

GOAL 1:	Students will demonstrate continuous progress toward mastery of a core body of knowledge that will prepare them for college and career.	Related State and/or Local Priorities: 1_x_ 2x__ 3__ 4__x 5__ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Through meetings with various stakeholder groups, review of student data and programs, successful students need access to quality instruction, qualified staff, standards aligned curriculum, a safe and nurturing campus and appropriate technology.	
Goal Applies to:	Schools: Venture Academy	
	Applicable Pupil Subgroups: ALL	

LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	**Basic Services** -All students provided access to grade level appropriate materials and A-G access. -87% of teachers are fully credentialed. -Maintain facilities in good repair. **Implementation of Standards Aligned Curriculum** -Maintain access to standard aligned materials for all students. -EL Students are provided integrated and designated ELD instruction. -Language development leader provides services to EL students. **Pupil Achievement** -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 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.

Board Approved – 06/21/2016

-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 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	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All Students -Continue to hire fully qualified staff -Provide Staff Development for staff -Continue ALEKS licensing. -Continue Licensing for EdPerformance -Provide computers for students -Purchase additional state aligned texts -Purchase additional state aligned novels -Provide general academic supplies for all academies **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. -Purchase AP test prep materials. -Teachers will attend refresher courses for AP curriculum. -Expand AVID Elective classes for high school and implement AVID strategies in all content classes **Middle School** -Purchase additional novels for middle school students -Purchase art supplies -Expand AVID Elective classes for middle school and implement AVID strategies in all content classes -Expand Scholastic Reading program to Middle School **Elementary School** -Continue online/computer-based tutorials.	VAFS/ Charter wide	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1xxx – $5,897,277 2xxx – $1,059,781 3xxx – $2,528,538 4xxx – $1,171,920 5xxx – $49,695 Base Supp/Con

-Continue Scholastic Reading program.			
Special Education -Continue to hire fully qualified staff -Provide assessment materials for Special Education -Provide appropriate technology to supports students with disabilities	VAFS/All	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)__Special Education_____	1xxx – $476,970 2xxx – $181,175 3xxx – $244,148 4xxx – $25,000 Other
EL -Test and reclassify EL students -Continue tutoring for EL students -Continue EL parent meetings with bilingual interpreters -Have Spanish Language Version of texts available for Parents	VAFS/All	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1xxx – $86,209 2xxx – $4,006 3xxx – $38,287 4xxx – $2,200 Supp/Con

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	**Basic Services** -All students provided access to grade level appropriate materials and A-G access. -87% of teachers are fully credentialed. -Maintain facilities in good repair. **Implementation of Standards Aligned Curriculum** -Maintain access to standard aligned materials for all students. -EL Students are provided integrated and designated ELD instruction. -Language development leader provides services to EL students. **Pupil Achievement** -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 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 date 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 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	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All Students -Continue to hire fully qualified staff -Provide Staff Development for staff -Continue ALEKS licensing. -Continue Licensing for EdPerformance -Provide computers for students -Purchase additional state aligned texts -Purchase additional state aligned novels -Provide general academic supplies for all academies **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. -Purchase AP test prep materials. -Teachers will attend refresher courses for AP curriculum. Expand AVID Elective classes for high school and implement AVID strategies in all content classes **Middle School** -Purchase additional novels for middle school students -Purchase art supplies -Expand AVID Elective classes for middle school and implement AVID strategies in all content classes **Elementary School** -Continue online/computer-based tutorials. -Continue Scholastic Reading program.	VAFS/ Charter wide	_x_ALL - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1xxx – $5,897,277 2xxx – $1,059,781 3xxx – $2,528,538 4xxx – $1,171,920 5xxx – $49,695 Base Supp/Con
Special Education -Continue to hire fully qualified staff -Provide assessment materials for Special Education -Provide appropriate technology to supports students with disabilities	VAFS/ All	__ALL - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)___Special Education_____	1xxx – $476,970 2xxx – $181,175 3xxx – $244,148 4xxx – $25,000

			Other
EL -Test and reclassify EL students -Continue tutoring for EL students -Continue EL parent meetings with bilingual interpreters -Have Spanish Language Version of texts available for Parents	VAFS/All	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1xxx – $86,209 2xxx – $4,006 3xxx – $38,287 4xxx – $2,200 Supp/Con

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	**Basic Services** -All students provided access to grade level appropriate materials and A-G access. -87% of teachers are fully credentialed. -Maintain facilities in good repair. **Implementation of Standards Aligned Curriculum** -Maintain access to standard aligned materials for all students. -EL Students are provided integrated and designated ELD instruction. -Language development leader provides services to EL students. **Pupil Achievement** -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 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 date 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 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	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All Students -Continue to hire fully qualified staff -Provide Staff Development for staff -Continue ALEKS licensing. -Continue Licensing for EdPerformance -Provide computers for students -Purchase additional state aligned texts -Purchase additional state aligned novels -Provide general academic supplies for all academies **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. -Purchase AP test prep materials. -Teachers will attend refresher courses for AP curriculum. Expand AVID Elective classes for high school and implement AVID strategies in all content classes **Middle School** -Purchase additional novels for middle school students -Purchase art supplies -Expand AVID Elective classes for middle school and implement AVID strategies in all content classes **Elementary School** -Continue online/computer-based tutorials. -Continue Scholastic Reading program.	VAFS/ Charter wide	_x_ALL ------------------------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	1xxx – $5,897,277 2xxx – $1,059,781 3xxx – $2,528,538 4xxx – $1,171,920 5xxx – $49,695 Base Supp/Con
Special Education -Continue to hire fully qualified staff -Provide assessment materials for Special Education -Provide appropriate technology to supports students with disabilities	VAFS/ All	__ALL ------------------------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups: (Specify)_Special Education_____	1xxx – $476,970 2xxx – $181,175 3xxx – $244,148 4xxx – $25,000

			Other
EL -Test and reclassify EL students -Continue tutoring for EL students -Continue EL parent meetings with bilingual interpreters -Have Spanish Language Version of texts available for Parents	VAFS/All	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	1xxx – $86,209 2xxx – $4,006 3xxx – $38,287 4xxx – $2,200 Supp/Con

GOAL 2:	Create, cultivate and strengthen a safe, nurturing environment that supports learning.	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5_x_ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Through meetings with various stakeholder groups, review of student data and programs, 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.	
Goal Applies to:	Schools: Venture Academy	
	Applicable Pupil Subgroups: ALL	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	**Parent Involvement** -Continue current efforts to seek parent involvement and explore new ways to include parents in the school community. -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. -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.

Pupil Engagement

-Maintain or increase attendance rates of 95%.

-Maintain or decrease the Middle School Dropout rate.

-Decrease high school drop out rate by 1%

-Increase high school graduation rates for cohort and 5 year graduation.

School Climate

-Maintain a suspension rate of less than 2%

-Maintain 0% expulsion rate.

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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
-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.	VAFS/ Charter wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1xxx – $328,562 2xxx – $210,145 3xxx – $247,512 4xxx – $100 5xxx – $16,580 Base Supp/Con
-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.	VAFS/ Charter wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1xxx – $13,095 3xxx – $2,179 Supp/Con
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.	VAFS/All	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4xxx – $5,000 5xxx – $1,200 Supp/Con

| Expected Annual Measurable Outcomes: | **Parent Involvement**
-Continue current efforts to seek parent involvement and explore new ways to include parents in the school community.
-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.
-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.
Pupil Engagement
-Maintain or increase attendance rates of 95%.
-Maintain or decrease the Middle School Dropout rate.
-Decrease high school drop out rate by 1%
-Increase high school graduation rates for cohort and 5 year graduation.
School Climate
-Maintain a suspension rate of less than 2%
-Maintain 0% expulsion rate.
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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
-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.	VAFS/ Charter wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1xxx – $328,562 2xxx – $210,145 3xxx – $247,512 4xxx – $100 5xxx – $16,580 Base Supp/Con
-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.	VAFS/ Charter Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1xxx – $13,095 3xxx – $2,179 Supp/Con
EL	VAFS/All	__ALL	4xxx –

-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.	OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 5xxx – $1,200 Supp/Con

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	**Parent Involvement** -Continue current efforts to seek parent involvement and explore new ways to include parents in the school community. -EL parents are encouraged to participate in all aspects of the school community. Additionally 15 EL parent meetings were held at various grade and academy levels with interpreters to give non-English speaking parents a voice in the school community. -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. **Pupil Engagement** -Maintain or increase attendance rates of 95%. -Maintain or decrease the Middle School Dropout rate. -Decrease high school drop out rate by 1% -Increase high school graduation rates for cohort and 5 year graduation. **School Climate** -Maintain a suspension rate of less than 2% -Maintain 0% expulsion rate. **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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
-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.	VAFS/ Charter wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	1xxx – $328,562 2xxx – $210,145 3xxx – $247,512 4xxx – $100 5xxx – $16,580 Base Supp/Con
-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	VAFS/ Charter wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	1xxx – $13,095 3xxx – $2,179

-Intervention in areas of parental involvement in both English only and EL families.		__Other Subgroups: (Specify)_____	Supp/Con
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.	VAFS/All	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	4xxx – $5,000 5xxx – $1,200 Supp/Con

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	**Improve services for EL population.**	Related State and/or Local Priorities: 1__ 2__ 3 _x_ 4 _x_ 5 _x_ 6 __x 7 _x_ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: Venture Academy
	Applicable Pupil Subgroups: EL

Expected Annual Measurable Outcomes:	Students will be reclassified as proficient at a rate that is consistent with research.	Actual Annual Measurable Outcomes:	35% of English Language Learners were reclassified as fluent English proficient

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Test and reclassify EL students. Language Development Leader (LDL) will provide support services for teachers in the classroom LDL will proved support services/tutoring for EL students. LDL will facilitate parental involvement in school.	Testing Coordinator /Data Specialist: $64,056 3 teachers x 8 hours=$1200 Translation-Charter School Facilitator: $4000 Language Development	-Tested and reclassifed EL students -Hired an EL coordinator -Hired Testing coordinator/data specialist -Began tutoring for EL students – hired tutors - Purchased Spanish Language Version of McGraw Hill k – 5 curriculum for parent usage - Language Development Leader attended 3 Day California ELD Standards Institute - Disaggregated, displayed and shared out EL CELDT data by grade level, proficiency level and history. - Advertised and hosted 10 Parent Meetings -Hired bilingual interpreters for Parent Meetings	1xxx - $41,136.48 2xxx – $46,518.33 3xxx – $35,138.52 4xxx – $2,183.36 Supp/Con

	Leader: $105,419	-Scheduled sessions for three publishers to present individualized presentations for Ventureland staff, focusing on EL curriculum components in preparation for upcoming curriculum adoption -Created "Who Do You Want To Be" Academic Planner for EL students	
Scope of service: VAFS/EL		**Scope of service:** VAFS/All	
__ALL OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Scope of service:		**Scope of service:**	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Expand tutoring program, both push in and after school tutoring for EL students. Continue and expand parent meetings to address specific need of EL families. Programs and services were effective.		

Original GOAL 2 from prior year LCAP:	**Improve CAHSEE attendance and improve passing rates by 5%**	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4_x_ 5_x_ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to: Schools: Venture Academy

Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Increase in CAHSEE passing rate of at least 5%.	**Actual Annual Measurable Outcomes:**	CAHSEE has been eliminated by the state as a graduation requirement.	

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
-Establish baseline passing rate -Conduct yearlong CAHSEE Prep classes -Offer a Math and English Boot Camp prior to CAHSEE testing -Send out all-call and reminder letters to students scheduled to take the CAHSEE	Summer school teachers: 4 teachers X$1890= $7560 Boot camp teacher time	CAHSEE discontinued -Offered a Math and English Boot Camp prior to CAHSEE testing for students who were identified as at-risk	1xxx – $4,950 3xxx – $708 Supp/Con
Scope of service: VAFS _x_ ALL - - - - - - - - - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** VAFS/Charterwide _x_ ALL - - - - - - - - - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Scope of service: __ ALL - - - - - - - - - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** __ ALL - - - - - - - - - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal has been eliminated because the state has discontinued this as a graduation requirement. Boot camp was effective as student made gains as measured by EdPerformance and class performance.

Original GOAL 3 from prior year LCAP:	**Decrease dropout rates and increase graduation rates for Independent Study students**	Related State and/or Local Priorities: 1__ 2_x_ 3_x_ 4_x_ 5__x 6__x 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: Venture Academy
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Graduation rates will increase and dropout rates will decrease.	Actual Annual Measurable Outcomes:	Actual drop out and graduation rates will be calculated at year-end. 2014-15 statistics of 70% for graduation and 21% for dropout rates will be used as a baseline.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Require questionnaire to be completed by new enrollees with enrollment application outlining IS requirements -Screen Independent Study students for credits in comparison to grade-level status and CAHSEE results to determine proper placement and identify at-risk students -Give all students a copy of the Master Agreement -Clarify and communicate IS policy for missed appointments -Offer remediation and enrichment courses	7 IS teachers X 38 hours X $50=$13.300 Odysseyware Online Curriculum: $24,000	-Screened Independent Study students for credits in comparison to grade-level status to determine proper placement and identifed at-risk students -Gave all students a copy of the Master Agreement -Clarified and communicated IS policy for missed appointments -Offered remediation and enrichment courses -Aligned current curriculum to Common Core Standards	1xxx – $12,664.26 3xxx – $1,811 5xxx – $24,000 Supp/Con

-Align current curriculum to Common Core Standards

-Address discrepancy between EL and English-only students through ELD interventions and parental support and involvement

Scope of service:	VAFS/IS		Scope of service:	VAFS/Charterwide	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continued intervention in areas of parental involvement in both English only and EL families. Streamlining of warning and communication procedures, including documentation and parental contact. Programs were effective.

Original GOAL 4 from prior year LCAP:	**Develop and implement student portfolios for all grade levels culminating in a final portfolio showcase upon graduation. (FD)**	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5_x_ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to: | Schools: | Venture Academy

Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	All students graduating from Foundations Program will create a portfolio that will be included in the annual showcase.	Actual Annual Measurable Outcomes:	9th grade students have begun to create portfolios to create a culminating portfolio to be presented at the end of their 12th grade year.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Document student work and performances to develop a student portfolio to be shared in a final portfolio showcase upon graduation from Foundations.	Chrome-book Cart=$9,423	Documented student work and performances to develop a student portfolio to be shared in a final portfolio showcase upon graduation from Foundations.	4xxx – $52,956 Supp/Con
Scope of service: VAFS/Foundations		Scope of service: VAFS/Schoolwide	
_x_ALL		_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services,			

and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue with current efforts as programs and services were effective.

Original GOAL 5 from prior year LCAP:	**Maintain the overall passing rate on the CAHSEE 10th grade census at a minimum of 85%.**	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4_x_ 5_x_ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: Venture Academy
	Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:	85% of all 10th graders passing the CAHSEE on first attempt.	Actual Annual Measurable Outcomes:	CAHSEE discontinued

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
-Identify areas of need and integrate CAHSEE review into Math and English classes -Implement CAHSEE Bootcamp for 10th graders identified as at-risk for not passing (to be held during 6th period/elective time for 3 weeks prior to census). IS students will be encouraged to attend Bootcamp. -Implement CAHSEE review with all 10th grade math and English MDA students (3 week intensified CAHSEE curriculum) during 50-minute daily instruction.	1 hrX4days X3weeksX4 teachersX $50=$2400	CAHSEE discontinued	$0
Scope of service:	ALL MDA HIGH SCHOOL SITES	Scope of service:	VAFS/Charterwide	
_x_ALL		_x_ALL	
OR: __Low Income pupils __English Learners		OR: __Low Income pupils __English Learners	

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Scope of service:		**Scope of service:**	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	CAHSEE Discontinued		

Original GOAL 6 from prior year LCAP:	**Students will show statistically significant gains in EdPerformance Mathematics, Language Arts and Reading from Fall to Spring.**	Related State and/or Local Priorities: 1__ 2_x_ 3__ 4_x_ 5_x_ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: Venture Academy – Middle School
	Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:	Statistically significant gains for all students in middle school grades.	Actual Annual Measurable Outcomes:	Analysis of Spring EdPerformance data is in progress.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual

				Expenditures
-Require 100 minutes/week ALEKS (VITA) -Offer after school tutoring -Instruction in grammar in Language Arts class -Prefix/Suffix/Root Word instruction across curriculum -Students will write essays to a prompt across the curriculum -Small group instruction -Middle School students will read a variety of novels each year and complete written projects -Track students to ensure all have been tested throughout the year	ALEKS seats=$15,750 1 hr X 2 daysX 4 teachers X30 weeksX$50=$12,000	-Required 100 minutes/week ALEKS (VITA) -Offered after school tutoring -Instruction in grammar in Language Arts class -Prefix/Suffix/Root Word instruction across curriculum -Students wrote essays to a prompt across the curriculum -Small group instruction -Middle School students read a variety of novels each year and completed written projects -Tracked students to ensure all had been tested throughout the year -Purchased novels		1xxx – $11,426.40 3xxx – $1,634 4xxx – $11,501 5xxx – $10,395 Base Supp/Con
Scope of service:	VAFS MDA MIDDLE SCHOOL	**Scope of service:**	VAFS/Schoolwide	
_x_ALL		_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Scope of service:		**Scope of service:**		
__ALL		__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a	Continue with current efforts, as they have been effective.			

result of reviewing past progress and/or changes to goals?	

Original GOAL 7 from prior year LCAP:	**Increase percentage of students applying and being accepted into a university. (DV)**	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4_x_ 5_x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Venture Academy – Delta Vista
	Applicable Pupil Subgroups:	ALL

Expected Annual Measurable Outcomes:	Increasing number of students who apply and are accepted to 4-year university.	Actual Annual Measurable Outcomes:	In 2014-15, Delta Vista had 74% of seniors apply to a 4-year University and 72% were accepted. In 2015-16, Delta Vista had 67.5% of our seniors apply and 65% have been accepted to one or more universities with the possibility of more since acceptances are still being mailed.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Offer students greater exposure to college information including application process, college programs, financial aid, and scholarships. Schedule field trips to universities. Train cohort of teachers for AVID program	3 teachers X 119 dayx I hr $26,003 Site Coordinator: 50 hours=$2500 District Director: 30 hours =$2,144 Summer Institute AVID training: $700x3+$2100. AVID Membership=$	-5 DVA teachers attended the AVID summer training -4 fieldtrips to universities are scheduled with students in grades 9-12 attending. We had a minimum of 35 students per trip (limited only by bus space) -10 sessions were scheduled for seniors to work on applications, financial aid, complete scholarship applications, etc. Several sessions were held during class time to accommodate students who cannot attend after school	1xxx – $21,661.67 3xxx – $3,094.79 5xxx – $8,270 Base Supp/Con

Board Approved – 06/21/2016

Scope of service:	VAFS/DV		Scope of service:	VAFS/Schoolwide	
_x_ ALL			_x_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to offer sessions during the school day to assist seniors with the college application/financial aid process. More time will be given to researching universities so students will have a better idea of where they might want to attend to increase effectiveness.

Original GOAL 8 from prior year LCAP:	**Increase percentage of students passing AP tests by 5% (DV)**	Related State and/or Local Priorities: 1__ 2_x_ 3__ 4_x_ 5_x_ 6__ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Venture Academy	
	Applicable Pupil Subgroups: ALL	
Expected Annual	Number of students passing AP exams.	Actual Annual	Number of students who passed in 2014-15= 22%. This will be used as a baseline, as AP tests results have not been received at this time.

Measurable Outcomes:			Measurable Outcomes:		

LCAP Year: 2015-16

Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Integrate AP test prep into AP curriculum and work towards student mastery of content		Materials= $1000 Counselors time for proctoring- 60hoursX$50= $3000	-Integrate AP test prep into AP curriculum and work towards student mastery of content -Ordered new course materials for AP English Language and Composition -Conducted more study sessions for AP Students		1xxx – $2,800 3xxx – $400.25 4xxx – $2,543.17 Base Supp/Con
Scope of service:	VAFS/DV		Scope of service:	VAFS/Schoolwide	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		

__Other Subgroups:(Specify)_____		__Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Screening for AP selection will be more rigorous to ensure student placement is appropriate. More guided study sessions will be offered to assist student in preparing for the exam. Teachers will go through refresher courses if offered in our area. Effectiveness will be determined with 2015-16 AP results.

Original GOAL 9 from prior year LCAP:	**Beginning of Fall Semester 2015-2016 school year, all 9th graders will create an ESLR-themed portfolio to build over 4 years (eventually used in GBE presentation and college/career planning). (ImagineIT)**	Related State and/or Local Priorities: 1___ 2_x_ 3_x_ 4_x_ 5_x_ 6_x_ 7_x_ 8_x_ COE only: 9___ 10___ Local : Specify _____

Goal Applies to:	Schools: Venture Academy - ImagineIT	
	Applicable Pupil Subgroups: ALL	

Expected Annual Measurable Outcomes:	Use of portfolio in GBE presentations and college/career planning.	Actual Annual Measurable Outcomes:	Student progress and input from teachers. All 9th grades have begun the portfolio process. Portfolios will be used in GBE is subsequent years.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
-A physical portfolio will be created and stored within the TOR's classroom. The portfolio will be revisited and continually developed every quarter. -All classroom teachers will have a designated file system to store and organize student work within their classrooms. (Students will select assignments from this system to determine if they are portfolio appropriate.) - Teaching team will regularly discuss portfolio process to ensure it remains meaningful, authentic, and true to the VAFS ESLRs and industry expectations.	Chrome-book Carts: $18,846 software, portfolio supplies: $1000	--All classroom teachers have a designated file system to store and organize student work within their classrooms. (Students will select assignments from this system to determine if they are portfolio appropriate.) - Teaching team regularly discussed portfolio process to ensure it remained meaningful, authentic, and true to the VAFS ESLRs and industry expectations. - Portfolio Training for students at school year orientation ImagineIT students met in their TOR groups once a week. Two of those meeting times were designated as "Portfolio	4xxx - $112.98 Supp/Con

- Portfolio Training for students at school year orientation		Days". -Students spent the 30 minute meeting organizing their portfolios and reflecting on their assignments. -Currently, 9th and 10th grade students were required to actively work on their portfolios, two days out of the month.	
Scope of service: VAFS/ ImagineIT _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** VAFS/ Schoolwide _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	ImagineIt are creating a Portfolio Requirements document for clarity and commonality. We are adapting next year's schedule to best fit our future TOR sessions. Current efforts have been effective.		

Original GOAL 10 from prior year LCAP:	**Improve reading proficiency and fluency in the primary grades. (TK-2)**	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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Goal Applies to:	Schools: Venture Academy - VLAND K-2		
	Applicable Pupil Subgroups: ALL		

Expected Annual Measurable Outcomes:	Progress towards grade level reading fluency and proficiency for all students.	Actual Annual Measurable Outcomes:	-The EOY data for the Woodcock Johnson scores shows acceptable gains. -EdPerformance 2nd round shows acceptable gains. -Istation-According the to the "Skills Summary Report," Class averages progressed steadily in an upward trend.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
-Perform two rounds of testing. -Analyze data to identify gains, strengths, and weaknesses. -Implement strategies and interventions.	i-Station $8000 EdPerformance1 30X14=1820 Chromebook carts=$18,000 Tech support: $61,618	-Performed two rounds of testing. -Analyzed data to identify gains, strengths, and weaknesses. -Implemented strategies and interventions.	2xxx – $27,887.41 3xxx – $13,488.55 5xxx – $28,100 Base Supp/Con
Scope of service: VAFS/ VL		Scope of service: VAFS/Schoolwide	
_x_ALL		_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No Changes are planned as current data shows effective progression in reading proficiency and fluency.				

Original GOAL 11 from prior year LCAP:	**Students will demonstrate progress and achievement in core subjects by creating and presenting a portfolio. (Syn)**	Related State and/or Local Priorities: 1__ 2_x_ 3__ 4_x_ 5__ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Venture Academy -Synergy
	Applicable Pupil Subgroups:	ALL

Expected Annual Measurable Outcomes:	Progress documented through core subject material in portfolios.	Actual Annual Measurable Outcomes:	-EdPerformance test -Portfolio Benchmark checks offs for final project presentation monthly. -Final portfolio and presentation will be graded on the rubric. -Actual presentation given in May at last monthly check in.

LCAP Year: 2015-16

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

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Portfolio scores will be determined by student demonstration through reports, projects, and verbal presentations.	Chromebook Cart =$9000	-Student took EdPerformance at the beginning and end of the year. -Portfolio guidelines were given to students at their first check in. -Benchmark check offs were done at monthly check in meetings to ensure progress is being made. -Students presented their portfolio at the last check in off the year. -Costs were included in a previous goal	$0

Scope of service:	VAFS/ SYNERGY		Scope of service:	VAFS/ Schoolwide	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes are planned at this time, effective progress was made with student portfolios.

Original GOAL 12 from	**Increase student access to visual and performing arts (VISA)**	Related State and/or Local Priorities: 1__ 2_x_ 3_x_ 4_x_ 5__ 6__ 7_x_

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prior year LCAP:		8__
		COE only: 9__ 10__
		Local : Specify _____

Goal Applies to:	Schools:	Venture Academy -VISA
	Applicable Pupil Subgroups:	ALL

Expected Annual Measurable Outcomes:	Number of students participating in visual and performing arts both during the school day and after school. Development of curriculum that incorporates the arts.	Actual Annual Measurable Outcomes:	100% of our students participated in Art classes three days a week. There were 50 students who participated in middle school choir, up from around 40 last year.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
-Offer exploratory classes in Basic Drawing, Multimedia Art, Music, and Drama -Integrate art into other core academic classes	Materials= $1939 Instruments Choir Director Stipend=$2500	-Students were able to choose an Art class that develops their own interest in either drawing, multimedia, 3D art, or music. -25% increase in participation in the middle school choir.	1xxx – $2,500 3xxx – $357.37 Base Supp/Con
Scope of service: VAFS/ VISA		**Scope of service:** VAFS/ Schoolwide	
_x_ALL		_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Increase the amount of art integrated into core subjects. Introduce exposure to composers/musical eras to students. Current efforts have been effective.

Original GOAL 13 from prior year LCAP:	**90% of graduating students in the BrainworX Academy will have completed a mastery level in their critical thinking portfolios as measured by the BrainworX critical thinking rubric.**	Related State and/or Local Priorities: 1__ 2_x_ 3__ 4_x_ 5__ 6__ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: Venture Academy - BrainworX
	Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:	Percentage of students actively involved in portfolio development.	Actual Annual Measurable Outcomes:	-78.9% 9th/10th students passed Defense of Mastery with a 70% or better. -71.4% 11th/12th students passed Defense of Mastery with an 80% or better. These results are from 1st Semester and will be uses are a benchmark for 2nd Semester.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students will keep an academic portfolio of their work and assess it with a rubric	Chrome-book Carts: $18,846	-Prepared and administered Defense of Mastery seminars/workshops to prepare students	4xxx- $20,058.11

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					Supp/Con
Scope of service:	VAFS/ BrainworX		**Scope of service:**	VAFS/Schoolwide	
_x_ ALL			_x_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Scope of service:			**Scope of service:**		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	70% of 9th/10th grade students in BrainworX Academy will pass Defense of Mastery with a Completion of Standards (CS) or better. 80% of 11th/12th grade students in BrainworX Academy will pass Defense of Mastery with a Mastery (M) or better. Since Brainworx did not meet our goal for our 11th/12th grade class (DOM), we will create mandatory study hall sessions targeting their presentations, for those students who are in jeopardy of not making their defense of Mastery goal. Changes in actions and services will improve effectiveness.

Original GOAL 14 from prior year LCAP:	**Increase the number of students passing classes with a grade of C or better** (ExM)	Related State and/or Local Priorities: 1__ 2_x_ 3_x_ 4_x_ 5_x_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Board Approved – 06/21/2016

Goal Applies to:	Schools:	Venture Academy –Excel Middle
	Applicable Pupil Subgroups:	ALL

Expected Annual Measurable Outcomes:	Actual number of students passing with C or better.	Actual Annual Measurable Outcomes:	Actual number of students who passed with C or better. Grades have not been posted at this time.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
With the support of the LDL: -Identify students who need support or interventions -Utilize warning letters and phone calls to parents early in the year to create a student support team - Implement interventions such as study hall, tutoring, and time management skills Provide AVID Elective and use implement AVID strategies in all content classes	LDL AVID Summer Institute Training $700 x 2=$1400 AVID Site Coordinator 30 weeks x 1 hour x $50=$1500	With the support of the LDL: -Identified students who need support or interventions -Utilized warning letters and phone calls to parents early in the year to create a student support team - Implemented interventions such as study hall, tutoring, and time management skills Provided AVID Elective and implemented AVID strategies in all content classes	1xxx – $1,573.50 3xxx – $224.44 5xxx – $1,450 Base Supp/Con
Scope of service:	Venture Academy-Excel Middle	Scope of service:	VAFS/Schoolwide	
_x_ALL		_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Scope of		Scope of		

service:			service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes are planned at this time as midterm review shows current efforts have been effective.

Original GOAL 15 from prior year LCAP:	**All students on IEPs will meet 75% of their academic goals**	Related State and/or Local Priorities: 1 _x_ 2__ 3 _x_ 4 _x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: Venture Academy –Special Education
	Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:	Percentage of IEP goals met by each student.	Actual Annual Measurable Outcomes:	Percentage of IEP goals met by each student.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
-Resource teachers will record the percentage of goals met by each student with an IEP -Inform general education teachers of student goals -Conduct benchmark assessments with students	SPED Support: $35,000 Success Center	-Resource teachers recorded the percentage of goals met by each student with an IEP -Informed general education teachers of student goals -Conducted benchmark assessments with students	1xxx – $37,783.88 2xxx – $33,315.63

		Aides $68,380			3xxx – $20,112.93 Other
Scope of service:	VAFS/ SPED		**Scope of service:**	VAFS/Charterwide	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)__Special Education_____		
Scope of service:			**Scope of service:**		
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes are planned at this time, as current efforts have proven effective.				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$____**$2,328,341**_____

Our charter is of 65% unduplicated, which makes it a Charter-wide charter. We plan to use the funds to support the following:

-Continue to hire fully qualified staff
-Provide Staff Development for staff
-Continue ALEKS licensing.
-Continue Licensing for EdPerformance
-Provide computers for students
-Purchase additional state aligned texts
-Purchase additional state aligned novels
-Provide general academic supplies for al 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.
-Teachers will attend refresher courses for AP curriculum.
-Expand AVID Elective classes for high school and implement AVID strategies in all content classes
-Purchase additional novels for middle school students
-Purchase art supplies
-Expand AVID Elective classes for middle school and implement AVID strategies in all content classes
-Expand Scholastic Reading program to Middle School

-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
-Have Spanish Language Version of texts available for Parents
-Maintain 5 Campus monitors for school safety
-Maintain janitorial contracts
-Maintain 5 counselors for ease of student accessibility
-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.
-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.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

| 16.64 | % |

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

Continuing 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. iStation and

EdPerformance specifically target language assessment and development for EL students. Programs such as AVID and other college and career readiness help to improve graduations rates and college and career readiness for targeted pupils.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

   (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

   (2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

01-13-15 [California Department of Education]