

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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

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

As you review this report, please keep this quote in mind. It speaks to how Venture Academy Family of Schools' (VAFS) staff believes students learn best. We believe that curiosity and thinking without boundaries, as demonstrated by Newton, have been the catalyst for major scientific discoveries throughout history and also the basis for powerful educational experiences for students from all walks of life. Learning occurs when curiosity prompts us to ask questions and seek answers. While preparing our students to take their places as the scientists, performers, engineers, builders, artists, etc. who will shape the future of our world it is our mission to keep alive and nurture the natural curiosity they carry with them. Students who choose to enroll in VAFS find themselves being challenged to imagine possibilities for the future, to solve real world problems, to be curious and ask questions about the world, to learn to play while they play to learn. The school's nontraditional, individualized approach to teaching and learning includes 12 academies, each with a specific focus. Students choose the learning environment that fits their interests and motivates them to learn. Venture Academy Family of Schools' staff is creative, passionate and committed to providing our approximately 1650 students in grades TK through twelve a robust, rigorous educational experience that will empower them to make their places in the world and allow their voices to be heard. It is through the educational opportunities available to all students that young minds begin the process of developing important ideas that will shape and define their world and ours.

LCAP Highlights

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

Venture Academy Family of Schools will continue to maintain a staff of fully qualified professionals in facilities rated as "exemplary." We will continue to provide the most current technology available to support student learning. Students and teachers will continue to have the resources needed to help all students reach their potential. In the upcoming years, Venture Academy will provide additional resources to improve performance in Mathematics for all students, including those in targeted groups, and implement intervention strategies for students who struggle in English and Language Arts, many of whom are included in targeted groups. In addition, Venture will expand services to our EL population. This will include broader access to tutoring and the implementation of the "Latinos in Action" Program.

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

Review of Performance

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

Greatest Progress

Venture Academy continued to provide all students with access to a broad course of study in well maintained facilities. The addition of a full time school nurse and a full time school psychologist reflected Venture Academy's continued commitment to student wellness. The expansion of the AVID program into two elementary classrooms enhanced collaboration among grade level partners and strengthened vertical alignment in the elementary program.

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

Greatest Needs

Alternative schools and recently opened schools are not included in the Dashboard report for the spring 2018 release.

Although scores on the Mathematics and ELA CAASPP tests increased overall, Venture Academy recognizes the need for students to progress towards proficiency in both areas. Through the WASC Self Study, VAFS staff analyzed data and determined that there is a need to implement reading interventions strategies in the elementary and middle school programs, as well as for targeted

students at the high school level. English learners continue to need support to develop English proficiency. Stakeholders agree that more exposure to college and career pathways in younger grades would better prepare students for success.

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

Performance Gaps

Alternative schools and recently opened schools are not included in the Dashboard report for the spring 2018 release. Venture Academy recognizes an achievement gap for English Learners and Socioeconomically Disadvantage students in both ELA and Mathematics performance. To address these gaps, Venture Academy will expand the AVID Program, implement the READ 180 program to targeted students, many of whom belong to these student groups, and implement Latinos in Action, which will include a tutoring component for English Learners.

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

Increased or Improved services

Venture Academy will expand services to our EL students through increased availability of tutoring and implementation of the Latinos in Action Program, continued use of Rosetta Stone to support our Independent Study students and VAFS parents, and expansion of the AVID Program. Venture Academy will continue to collaborate with the SJCOE Educational Services Department to implement strategies to improve students' performance in Math, as reflected and will implement Reading Interventions strategies for targeted students in the elementary, middle and high school levels. Venture Academy will expand opportunities for college and career exploration and preparation for all students.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 18,018,177
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$13,639,241.00

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

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

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 18,711,965

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1: Basic</p> <p>1A. Teachers appropriately assigned and fully credentialed.</p> <p>17-18 Priority 1: Basic</p> <p>1A. Hire and assign appropriately credentialed teachers in core subjects.</p>	<p>In 2016-17, all teachers held credentials, and there were no misassigned teachers, as verified by SARC.</p>

Expected

Baseline

Priority 1: Basic

1A. In 2016-17, all teachers in core subjects appropriately assigned and fully credentialed as documented in CalPADS.

Metric/Indicator

1B. Access to Instructional Materials

17-18

1B. All students will have access to grade level, standards aligned curriculum.

Baseline

1B. In 2016-17, all students had access to grade level, standards aligned curriculum as verified by our library system and record of purchases of state adopted curriculum.

Metric/Indicator

1C. Facilities are maintained.

17-18

1C. Facilities will be in good repair as measured by FIT.

Baseline

1C. In 2016-17, facilities were "exemplary" as measured by FIT.

Metric/Indicator

Priority 2: Implementation of State Standards

2A. Implementation of SBE-adopted standards

17-18

Priority 2: Implementation of State Standards

2A. Implement state standards as evidenced through high school course catalog, classroom observation, and standards based curriculum.

Actual

In 2017-18, all students had access to grade level, standards aligned curriculum. Textbooks are from the most recent adoption. Data verified by SARC.

Facilities were maintained in good repair, as measured by FIT in August 2017.

In 2017-18, state standards were implemented, as evidenced through high school course catalog, classroom observation and standards based curriculum.

Expected

Baseline

Priority 2: Implementation of State Standards

2A. In 2016 -17, state standards were implemented as evidenced through high school course catalog, classroom observation, and standards based curriculum.

Metric/Indicator

2B. How programs/services enable English Learners to access the CA Standards and ELD Standards

17-18

2.B. Support will be offered for EL students through dedicated components of the elementary ELA curriculum, SDAIE strategies implemented by teachers holding the appropriate ELD credential, and after school tutoring.

Baseline

2.B. Support was offered for EL students through dedicated components of the elementary ELA curriculum, SDAIE strategies implemented by teachers holding the appropriate ELD credential, and after school tutoring. (Verified by CALPADs)

Metric/Indicator

Priority 4: Pupil Achievement

4A. Statewide Assessments

17-18

Priority 4: Pupil Achievement

4A. Maintain or improve CAASPP scores.

Actual

In 2016-17, EL students were supported through dedicated components of the ELA curriculum, SDAIE strategies implemented by teachers holding the appropriate ELD credential, and after school tutoring.

In 2016-17, school-wide CAASPP scores in ELA and Math improved.
2016-17 CAASPP Scores:
ELA: Percentage of students who met or exceeded standards: 35.69%
Math: Percentage of students who met or exceeded standards: 20.68%
Science: Percentage of students in grades 5, 8 and 10 scoring proficient or advanced: ??
(Verified by CDE Dataquest).

Expected

Actual

Baseline

Priority 4: Pupil Achievement

4A. 2015-16 CAASPP scores:

ELA: Percentage of students who met or exceeded standards: 35%

Math: Percentage of students who met or exceeded standards: 19%

Science: Percentage of students in grades 5, 8 and 10 scoring proficient or advanced: 36%

(Verified by CDE Dataquest).

Metric/Indicator

4B. API

17-18

n/a

Baseline

4B. API was suspended and has been replaced with the California School Dashboard.

Metric/Indicator

4C. A-G Completion

17-18

4C. Maintain or improve A-G completion rate.

Baseline

4C. 2015-16 A-G completion rate: 23%

(Verified by CALPADs).

Metric/Indicator

4F. Percentage of Pupils who pass an AP exam

17-18

4F. Maintain or improve AP passing rate.

Baseline

4F. Of 131 AP tests taken in 2015-16, 40 were passed with a 3 or higher (30.5%)

(Verified by Educational Testing Services).

n/a

The A-G completion rate

In 2016-17, Of 123 AP tests taken 29 were passed with a 3 or higher (24%) (Verified by Educational Testing Services).

Expected

Metric/Indicator

4G. Percentage of Pupils who demonstrate college preparedness on assessments

17-18

4G. Maintain or improve college preparedness rates for college readiness.

Baseline

4G. CAASPP scores from 2015-16

Percentage of 11th graders college ready in ELA: 9%

Percentage of 11th graders conditionally ready in ELA: 27%

Percentage of 11th graders college ready in Math: 3%

Percentage of 11th graders conditionally ready in Math: 5%

(Verified by CDE Dataquest).

Metric/Indicator

4D. EL progress (CELDT/ELPAC)

17-18

4D. Maintain or improve EL progress rates.

Baseline

4D. 2016-17 EL progress:

Beginning level improving one level or more was 92%.

Early Intermediate level improving one level or more was 60%.

Intermediate level improving one level or more was 64%.

Early Advanced improving one level or more was 31%.

(Verified by CELDT results).

Metric/Indicator

4E. EL Reclassification rate

17-18

4E. Maintain or improve EL reclassification rate.

Actual

CAASPP scores from 2016-17

Percentage of 11th graders college ready in ELA: 10.31%

Percentage of 11th graders conditionally ready in ELA: 31.19%

Percentage of 11th graders college ready in Math: 1.82%

Percentage of 11th graders conditionally ready in Math: 9.55%

(Verified by CDE Dataquest).

2017-18 EL Progress

Beginning level improving one level or more was 8.3%.

Early Intermediate level improving one level or more was 11.5%.

Intermediate level improving one level or more was 2.5%.

Early Advanced improving one level or more was 2.5%.

(Verified by CELDT results).

2017-18 Reclassification rate for 2017-18 was 28%, (Verified by CDE Dataquest).

Expected

Baseline

4E. EL reclassification rate for 2016-17 was 28%.
(Verified by CDE Dataquest).

Metric/Indicator

Priority 7: Course Access

7A. Broad Course of study

7B. Programs/Services developed and provided to unduplicated pupils

7C. Programs/Services developed and provided to individuals with exceptional needs

17-18

Priority 7: Course Access

7A, B, C. All students, including unduplicated and students with exceptional needs, will have access to a broad course of study, as evidenced by our course catalog.

Baseline

Priority 7: Course Access

7A, B, C. In 2016-17, all students, including unduplicated and students with exceptional needs, had access to a broad course of study, as evidenced by our course catalog.

Metric/Indicator

Priority 8: Other Pupil Outcomes

Student Portfolios

Student Performance

Student Competitions

Actual

In 2017-18, all students, including unduplicated and students with exceptional needs had access to a broad course of study, as evidenced by SARC and our course catalog.

Students in three focus academies continued to create portfolios. Students continued to compete in local and state competitions, including Mock Trial, state music and dance competitions, HOSA Leadership Conferences and Career Technical Competitions, as evidenced in daily bulletins and field trip forms.

Expected

17-18

Priority 8: Other Pupil Outcomes

Students in three focus academies will create and maintain portfolios. Student will perform and compete in local and state competitions as the opportunities arise.

Baseline

Priority 8: Other Pupil Outcomes

Students in three focus academies created portfolios to demonstrate their progress and achievements, as evidenced by their portfolios.

Students in the Foundations Academy performed in two lunch theater productions and an evening production as evidenced on the school calendar.

Students competed in the County and State Mock Trial Competition, state music and dance competitions and Career Technical competitions as evidenced in SJCOE Outlook and field trip forms.

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Students	All Students	1xxx – LCFF \$6,006,718	1xxx- LCFF \$6,145,996
<ul style="list-style-type: none"> Continue to hire fully qualified staff Provide Staff Development for staff Continue ALEKS licensing and other Math remediation support as needed. Continue Licensing for EdPerformance or other on-line 	<ul style="list-style-type: none"> VAFS hired fully qualified staff. All Academy teaching positions were filled at the start of the year. The opportunity for Staff Development was expanded. ALEKS Licensing was continued. 	2xxx – LCFF \$1,086,112	2xxx- LCFF \$1,103,545
		3xxx – LCFF \$2,643,349	3xxx- LCFF \$2,697,220
		4xxx – LCFF \$1,229,920	4xxx- LCFF \$847,159
		5xxx – LCFF \$55,000	5xxx- LCFF \$296,828

schoolwide assessment program to measure and support student academic growth

- Update technology to support student learning
- Purchase additional state aligned texts as they become available
- Purchase additional literature to support student learning
- Collaborate with Math consultant to improve student Math performance for all students, including those in the target subgroups.
- Provide general academic supplies for all academies
- Design and implement strategies to inform parents about college and career pathways
- Maintain facilities in good repair

High School

- Continue to offer students, including those in target subgroups, greater exposure to college information including application process, college programs, financial aid, and scholarships through workshops and field trips to universities.
- Continue to Purchase AP test prep materials.
- Provide opportunities for AP training

- Licensing for EdPerformance and other on-line school-wide assessments to measure and support student academic growth were continued
- Technology to support student learning was updated. 1:1 ration was continued. Interactive mark boards were updated for classrooms.
- Textbooks are from the latest adoption. Frameworks and curriculum for Science and Social Studies are not yet available.
- Additional literature to support student learning was purchased at teacher request.
- Teachers were provided with professional development to implement CCSS in Math through the SJCOE Math Department.
- Provide general academic supplies for all academies were provided.
- College night was held. A college and career fair was held. Assemblies with representatives from colleges and career pathways were held.
- facilities were maintained in good repair.

High School

- Students, including those in target subgroups, were provided greater exposure to

- Expand the AVID elective courses to accommodate student needs and implement AVID strategies in multiple content areas

Middle School

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

Elementary School

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

college information including application process, college programs, financial aid, and scholarships through workshops and field trips to universities.

- AP test prep materials were purchased.
- Opportunities for AP training were offered
- AVID elective courses were expanded and additional teachers were trained to implement AVID strategies in multiple content areas.

Middle School

- Scholastic Reading program was expanded to middle school classrooms.
- Art supplies were purchased as needed.
- An additional middle school teacher was trained in the AVID elective. AVID elective was maintained and AVID strategies continued to be implemented.

Elementary School

- Online/computer-based tutorials were continued
- Continue Scholastic Reading program was continued.
- AVID Elementary was implemented in the fourth and fifth grade Ventureland classrooms

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

Students to be Served

English Learners
Foster Youth
Low Income

Scope of Services

LEA-wide

Locations

All Schools

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Special Education	Special Education	1xxx – LCFF \$476,970	1xxx- LCFF \$193,458
<ul style="list-style-type: none"> Continue to hire fully qualified staff Provide assessment materials for Special Education Provide appropriate technology to supports students with disabilities 	<ul style="list-style-type: none"> A fully qualified staff was maintained. An additional instructional assistant was added. An additional FTE Special Education position was added after the start of the year, but has remained unfilled. Assessment materials for Special Education were provided. Appropriate technology to support students with disabilities was provided. 	2xxx – LCFF \$181,175	2xxx- LCFF \$92,683
		3xxx – LCFF \$244,148	3xxx- LCFF \$95,171
		4xxx – LCFF \$25,000	technology
		5xxx- LCFF \$100,000	speech

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

Students to be Served
Students with Disabilities

Location(s)
All Schools

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL <ul style="list-style-type: none"> Continue tutoring for EL students Continue EL parent meetings with bilingual interpreters Pilot the use of Rosetta Stone to support EL students in the Independent Study Program <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	EL <ul style="list-style-type: none"> Continued tutoring for EL students Continued EL parent meetings with bilingual interpreters Piloted the use of Rosetta Stone to support EL students in the Independent Study Program 	1xxx – LCFF \$90,000 2xxx – LCFF \$4,006 3xxx – LCFF \$38,287 4xxx – LCFF \$2,200 5xxx-	1xxx- LCFF \$89,406 2xxx_ LCFF \$49,841 3xxx_ LCFF \$55,075 4xxx- LCFF \$2,000 5xxx- LCFF \$11,069

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Almost all of the action steps were implemented as written in the 2017-18 LCAP. Facilities were maintained in good condition, a fully credentialed staff was maintained to deliver a broad course of study to all students. Students continued to have access to up-to-date technology. Staff was provided inservice to support implementation of newly adopted curriculum. A Math consultant was not hired; however, Venture Academy collaborated with SJCOE Educational Services and with University of California Diagnostic Testing Project to support Math instruction.

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

Pending analysis of data.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Costs for the implementation of Read 180 were not included in the budgeted expenses. Additionally, the estimated actual expenditures include the costs of servicing the copier machines that support instruction; these were not included in the projected costs. Estimated costs for SPED staffing included projections for salaries included in contracted services (5xxx-) or other goals.

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

After analyzing data from the initial round of local school-wide testing, CAASPP scores and teacher classroom observations, the decision was made to implement the Read180 program at the elementary, middle school and some high school resource classes. This is addressed in Goal 1, Action Step 1.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 3: Parent Involvement</p> <p>3A. Efforts to seek parent input in decision making</p> <p>17-18 Priority 3: Parent Involvement</p> <p>All ASC openings will remain filled. Grade level conferences and academy orientations will continue.</p>	<p>All ASC positions remained filled. Grade level conferences and academy orientations continued. Parents participated in WASC Self Study as members of focus groups. Parents continued to volunteer at several fundraising events, including Fall Festival. Communication through JupiterEd and/or Haiku continued.</p>

Expected

Baseline

Priority 3: Parent Involvement

3A. Parents participated in the Advisory School Council (ASC). The ASC was chaired by a parent and all parent positions on the ASC were filled. Grades K-2 teachers met one on one in the beginning of the year with each student and parents and held midyear parent conferences. All other grades and academies held academy specific orientations, which included information about communication and parent involvement. Parents of students enrolled in the AVID program participated in a "college day."
Parents volunteered to run booths at the annual Fall Festival. Communication through JupiterEd or Haiku was implemented for students in on-site academies.

Metric/Indicator

3B. How the charter promotes parental participation in programs for unduplicated pupils.

17-18

3B. Language Development Leader will collaborate with school staff to increase EL parent participation.

Baseline

3B. 35 parents attended EL parent meetings held at their students' academies.

Metric/Indicator

3C. How the charter promotes parental participation in programs for individuals with exceptional needs.

17-18

3C. All parents of students with special needs will continue to feel that VAFS facilitates parent involvement as a means of improving services and results for their children, as measured by responses recorded on IEP notes. All parents of students with special needs and students in general education were encouraged to attend the Community Advisory Committee workshops and trainings aimed at providing parents an opportunity to learn and share with other parents who have similar experiences.

Actual

Language Development Leader continued to collaborate with school staff to improve EL parent participation.

All parents of students with special needs continued to feel that VAFS facilitates parent involvement as a means of improving services and results for their children, as measured by responses recorded on IEP notes. All parents of students with special needs and students in general education were encouraged to attend the Community Advisory Committee workshops and trainings aimed at providing parents an opportunity to learn and share with other parents who have similar experiences.

Expected

Baseline

3C. All parents of students with special needs felt that VAFS facilitated parent involvement as a means of improving services and results for their children, as measured by responses recorded on IEP notes. All parents of students with special needs and students in general education were encouraged to attend the Community Advisory Committee workshops and trainings aimed at providing parents an opportunity to learn and share with other parents who have similar experiences.

Metric/Indicator

Priority 5: Pupil Engagement

5A. School Attendance

17-18

Priority 5: Pupil Engagement

5A. Maintain or increase attendance rate.

Baseline

Priority 5: Pupil Engagement

5A. Attendance rate: 98% (Verified by School Pathways SIS)

Metric/Indicator

5B. Chronic Absenteeism

17-18

5B. Maintain or decrease chronic absenteeism rate.

Baseline

5B. Chronic Absenteeism Rate for 2016-17: 5.4% (Verified by School Pathways SIS)

Actual

Pending analysis of updated data.

Pending analysis of updated data.

Expected

Metric/Indicator

5C. Middle School Dropout Rate

17-18

5C. Maintain or decrease middle school drop-out rate.

Baseline

5C. Middle School Dropout Rate for 2016 -17 2.4% (Verified by School Pathways)

Metric/Indicator

5D. High School Dropout Rate

17-18

5D. Maintain or decrease High School dropout rate.

Baseline

5D. High School Dropout rate: (2015-16) 6.2%. (Verified by CDE Dataquest).

Metric/Indicator

5E. High School Graduation Rate

17-18

5E. Increase High School graduation rate

Baseline

5E. High School graduation rate: (2015-16) 84.1%. (Verified by CDE Dataquest)

Metric/Indicator

Priority 6: School Climate

6A. Pupil Suspension Rate

17-18

Priority 6: School Climate

6A. Maintain or decrease suspension rate.

Actual

Pending analysis of updated data.

Pending analysis of updated data.

Pending analysis of updated data.

Pending analysis of updated data.

Expected

Baseline

Priority 6: School Climate

6A. Suspension rate: 1.60%
(Verified by CDE Dataquest)

Metric/Indicator

6B. Pupil Expulsion Rate

17-18

6B. Continue to maintain expulsion rate of 0.

Baseline

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

Metric/Indicator

6C. Other local measures, incl. surveys of pupils, parents and teachers on safety and school connectedness.

17-18

6C. We will continue to administer school climate surveys in an effort to maintain positive results and to promote a safe learning environment. Survey results will continue to show a high level of satisfaction with the school.

Actual

The expulsion rate of 0 continued.

Parent Survey Results from 2017-18

Percentage of respondents who agreed or strongly agreed with the following statements:

(English/Spanish respondents)

VAFS school facilities are maintained in good repair: 97.56/100

Venture Academy Provides opportunities for me to participate in my child's education: 88.09/100

Venture Academy provides opportunities for sports and extracurricular activities: 92.86/90

My child feels safe at school: 92.68/100

My student has access to a counselor: 97.56/100

My child has gained self confidence while enrolled in Venture Academy: 89.47/100

My student has a healthy balance of schoolwork and play: 94.73/100
(Verified by LCAP Survey Results)

Expected

Baseline

6C. Parent Survey Results from 2016-17

Percentage of respondents who agreed or strongly agreed with the following statements:

(English/Spanish respondents)

VAFS school facilities are maintained in good repair: 95/100

Venture Academy Provides opportunities for me to participate in my child's education: 92/100

Venture Academy provides opportunities for sports and extracurricular activities: 92/75

My child feels safe at school: 87/100

My student has access to a counselor: 92/100

My child has gained self confidence while enrolled in Venture Academy: 90/100

My student has a healthy balance of schoolwork and play: 95/100

(Verified by LCAP Survey Results)

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Maintain campus safety team to support a positive and safe school culture Maintain janitorial contracts Hire full time school psychologist Hire full time school nurse Maintain counseling staff Maintain Athletic Director contract Maintain Automated communication system 	<ul style="list-style-type: none"> Campus safety team to support a positive and safe school culture was maintained. One campus monitor position was upgraded to Campus Security Technician. Janitorial contracts were maintained. Full time school psychologist was hired. Full time school nurse was hired. 	1xxx – LCFF \$460,444 2xxx – LCFF \$210,145 3xxx – LCFF \$247,512 4xxx – LCFF \$100 5xxx – LCFF \$16,580	1xxx- LCFF \$460,444 2xxx_ LCFF \$263,746 3xxx- LCFF \$306,387 4xxx- LCFF \$33,144 5xxx- LCFF \$250

- Continue to mail out information to parents and students
- Renew Jupiter grading system for parent and students access to grades and for 2-way communication between students, parents and school.
- Provide supplies for parent workshops/meetings.
- Parents help organize and promote school-wide involvement in community events.
- Promote active parental involvement of Advisory School Council

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

Students to be Served

English Learners
Foster Youth
Low Income

Scope of Services

LEA-wide

Locations

All Schools

- Counseling staff was maintained.
- Athletic Director contract was maintained.
- Automated communication system was maintained.
- Information to parents and students was sent out via mail or email as appropriate to maintain communication.
- Jupiter grading system for parent and student access to grades and for 2-way communication between students, parents and school was renewed and expanded to include students enrolled in the Independent Study Academy.
- Supplies for parent workshops/meetings were supplied.
- Parents helped organize and promote school-wide involvement in community events.
- Active parental involvement of Advisory School Council was promoted.

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<div>EL</div> <ul style="list-style-type: none">• Increase communication and access for non-English speaking parents.• Continue to offer EL parent meetings in all grade levels and academies and provide all needed supplies. <div>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</div> <div>Students to be Served</div> <div>English Learners</div> <div>Scope of Services</div> <div>Limited to Unduplicated</div> <div>Locations</div> <div>All Schools</div>		2xxx- LCFF	2xxx- LCFF \$35,503
		3xxx- LCFF	3xxx- LCFF \$18,620
		4xxx – LCFF \$5,000	4xxx- LCFF
		5xxx – LCFF \$1,200	5xxx- LCFF \$2000

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The Language Development Leader continued to conduct outreach to non-English speaking families. Venture Academy continued to provide translation for Spanish speaking families for verbal and written communication and through Jupiter Messaging.

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

There was a slight improvement in the number of families attending EL parent meetings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

- Administrative engagement was included within the leadership team meetings, December 2017 through May 2018.
- Update on LCAP goals presented to Venture Academy Advisory School Council (ASC)
- Input into the LCAP was incorporated into the WASC self study. (ongoing August 2017-March 2018).
- Parent survey posted in English and Spanish on website.
- Letter inviting parents and local community members to public meeting posted on website. Automated telephone call, electronic message through Jupiter, flyers sent notifying parents of stakeholder meetings. Invitations to target stakeholders, including board members and CTA representative, made.
- EL parent meetings for feedback regarding school goals.
- LCAP draft presented to the Advisory School Council.
- Public meetings with stakeholders held on March 06, 2018 and March 15, 2018.
- Draft posted on VAFS website for public feedback.
- Public hearing to be held on June 22, 2018.

Impact on LCAP and Annual Update

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

Stakeholder input and review of data formed the basis for Venture Academy's goals and Action Plans. Input from stakeholders reinforced the continued need for expanded EL services, communication with families, and college and career preparation in the younger grades.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Basic 1A. Teachers appropriately assigned and fully credentialed.	Priority 1: Basic 1A. In 2016-17, all teachers in core subjects appropriately assigned and fully	Priority 1: Basic 1A. Hire and assign appropriately credentialed teachers in core subjects.	Priority 1: Basic 1A. Hire and assign appropriately credentialed teachers in core subjects.	Priority 1: Basic 1A. Hire and assign appropriately credentialed teachers in core subjects.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	credentialed as documented in CalPADS.			
1B. Access to Instructional Materials	1B. In 2016-17, all students had access to grade level, standards aligned curriculum as verified by our library system and record of purchases of state adopted curriculum.	1B. All students will have access to grade level, standards aligned curriculum.	1B. All students will have access to grade level, standards aligned curriculum.	1B. All students will have access to grade level, standards aligned curriculum.
1C. Facilities are maintained.	1C. In 2016-17, facilities were "exemplary" as measured by FIT.	1C. Facilities will be in good repair as measured by FIT.	1C. Facilities will be in good repair as measured by FIT.	1C. Facilities will be in good repair as measured by FIT.
Priority 2: Implementation of State Standards 2A. Implementation of SBE-adopted standards	Priority 2: Implementation of State Standards 2A. In 2016 -17, state standards were implemented as evidenced through high school course catalog, classroom observation, and standards based curriculum.	Priority 2: Implementation of State Standards 2A. Implement state standards as evidenced through high school course catalog, classroom observation, and standards based curriculum.	Priority 2: Implementation of State Standards 2A. Implement state standards as evidenced through high school course catalog, classroom observation, and standards based curriculum.	Priority 2: Implementation of State Standards 2A. Implement state standards as evidenced through high school course catalog, classroom observation, and standards based curriculum.
2B. How programs/services	2.B. Support was offered for EL students	2.B. Support will be offered for EL students	2.B. Support will be offered for EL students	2.B. Support will be offered for EL students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
enable English Learners to access the CA Standards and ELD Standards	through dedicated components of the elementary ELA curriculum, SDAIE strategies implemented by teachers holding the appropriate ELD credential, and after school tutoring. (Verified by CALPADs)	through dedicated components of the elementary ELA curriculum, SDAIE strategies implemented by teachers holding the appropriate ELD credential, and after school tutoring.	through dedicated components of the elementary ELA curriculum, SDAIE strategies implemented by teachers holding the appropriate ELD credential, and after school tutoring.	through dedicated components of the elementary ELA curriculum, SDAIE strategies implemented by teachers holding the appropriate ELD credential, and after school tutoring.
<p>Priority 4: Pupil Achievement</p> <p>4A. Statewide Assessments</p>	<p>Priority 4: Pupil Achievement</p> <p>4A. 2015-16 CAASPP scores: ELA: Percentage of students who met or exceeded standards: 35% Math: Percentage of students who met or exceeded standards: 19% Science: Percentage of students in grades 5, 8 and 10 scoring proficient or advanced: 36% (Verified by CDE Dataquest).</p>	<p>Priority 4: Pupil Achievement</p> <p>4A. Maintain or improve CAASPP scores.</p>	<p>Priority 4: Pupil Achievement</p> <p>4A. Maintain or improve CAASPP scores.</p>	<p>Priority 4: Pupil Achievement</p> <p>4A. Maintain or improve CAASPP scores.</p>
4B. API	4B. API was suspended and has been replaced with the California School Dashboard.	n/a	n/a	n/a

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4C. A-G Completion	4C. 2015-16 A-G completion rate: 23% (Verified by CALPADs).	4C. Maintain or improve A-G completion rate.	4C. Maintain or improve A-G completion rate.	4C. Maintain or improve A-G completion rate.
4F. Percentage of Pupils who pass an AP exam	4F. Of 131 AP tests taken in 2015-16, 40 were passed with a 3 or higher (30.5%) (Verified by Educational Testing Services).	4F. Maintain or improve AP passing rate.	4F. Maintain or improve AP passing rate.	4F. Maintain or improve AP passing rate.
4G. Percentage of Pupils who demonstrate college preparedness on assessments	4G. CASSP scores from 2015-16 Percentage of 11th graders college ready in ELA: 9% Percentage of 11th graders conditionally ready in ELA: 27% Percentage of 11th graders college ready in Math: 3% Percentage of 11th graders conditionally ready in Math: 5% (Verified by CDE Dataquest).	4G. Maintain or improve college preparedness rates for college readiness.	4G. Maintain or improve college preparedness rates for college readiness.	4G. Maintain or improve college preparedness rates for college readiness.
4D. EL progress (CELDT/ELPAC)	4D. 2016-17 EL progress:	4D. Maintain or improve EL progress rates.	4D. Maintain or improve EL progress rates.	Maintain or improve EL progress rates.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Beginning level improving one level or more was 92%.</p> <p>Early Intermediate level improving one level or more was 60%.</p> <p>Intermediate level improving one level or more was 64%.</p> <p>Early Advanced improving one level or more was 31%.</p> <p>(Verified by CELDT results).</p>			
4E. EL Reclassification rate	4E. EL reclassification rate for 2016-17 was 28%. (Verified by CDE Dataquest).	4E. Maintain or improve EL reclassification rate.	4E. Maintain or improve EL reclassification rate.	4E. Maintain or improve EL reclassification rate.
Priority 7: Course Access	Priority 7: Course Access	Priority 7: Course Access	Priority 7: Course Access	Priority 7: Course Access
7A. Broad Course of study	7A, B, C. In 2016-17, all students, including unduplicated and students with exceptional needs, had	7A, B, C. All students, including unduplicated and students with exceptional needs, will have access to a broad	7A, B, C. All students, including unduplicated and students with exceptional needs, will have access to a broad	7A, B, C. All students, including unduplicated and students with exceptional needs, will have access to a broad

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
7B. Programs/Services developed and provided to unduplicated pupils 7C. Programs/Services developed and provided to individuals with exceptional needs	access to a broad course of study, as evidenced by our course catalog.	course of study, as evidenced by our course catalog.	course of study, as evidenced by our course catalog.	course of study, as evidenced by our course catalog.
Priority 8: Other Pupil Outcomes Student Portfolios Student Performance Student Competitions	<p>Priority 8: Other Pupil Outcomes Students in three focus academies created portfolios to demonstrate their progress and achievements, as evidenced by their portfolios.</p> <p>Students in the Foundations Academy performed in two lunch theater productions and an evening production as evidenced on the school calendar.</p> <p>Students competed in the County and State Mock Trial Competition, state music and dance competitions and Career Technical competitions as evidenced in SJCOE Outlook and field trip forms.</p>	<p>Priority 8: Other Pupil Outcomes</p> <p>Students in three focus academies will create and maintain portfolios. Student will perform and compete in local and state competitions as the opportunities arise.</p>	<p>Priority 8: Other Pupil Outcomes</p> <p>Students in three focus academies will create and maintain portfolios. Student will perform and compete in local and state competitions as the opportunities arise.</p>	<p>Priority 8: Other Pupil Outcomes</p> <p>Students in three focus academies will create and maintain portfolios. Student will perform and compete in local and state competitions as the opportunities arise.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

All Students

- Continue to hire fully qualified staff
- Provide Staff Development for staff
- Continue ALEKS licensing and other Math remediation support as needed.

2018-19 Actions/Services

All Students

- Continue to hire fully qualified staff
- Provide Staff Development for staff
- Continue ALEKS licensing and other Math remediation support as needed.

2019-20 Actions/Services

All Students

- Continue to hire fully qualified staff
- Provide Staff Development for staff
- Continue ALEKS licensing and other Math remediation support as needed.

- Continue Licensing for EdPerformance or other on-line schoolwide assessment program to measure and support student academic growth
- Update technology to support student learning
- Purchase additional state aligned texts as they become available
- Purchase additional literature to support student learning
- Collaborate with Math consultant to improve student Math performance for all students, including those in the target subgroups.
- Provide general academic supplies for all academies
- Design and implement strategies to inform parents about college and career pathways
- Maintain facilities in good repair

High School

- Continue to offer students, including those in target subgroups, greater exposure to college information including application process, college programs, financial aid, and scholarships through workshops and field trips to universities.
- Continue to Purchase AP test prep materials.
- Provide opportunities for AP training
- Expand the AVID elective courses to accommodate student needs and

- Continue Licensing for EdPerformance or other on-line schoolwide assessment program to measure and support student academic growth
- Update technology to support student learning
- Purchase additional state aligned texts as they become available
- Purchase additional literature to support student learning
- Based on review of data, continue services with Math consultant
- Provide general academic supplies for all academies
- Design and implement strategies to inform parents about college and career pathways
- Facilities maintained in good repair

High School

- Continue to offer students, including those in target subgroups, greater exposure to college information including application process, college programs, financial aid, and scholarships through workshops and field trips to universities.
- Continue to Purchase AP test prep materials.
- Provide opportunities for AP training
- Expand the AVID elective courses to accommodate student needs and implement AVID strategies in multiple content areas

Middle School

- Continue Licensing for EdPerformance or other on-line schoolwide assessment program to measure and support student academic growth
- Update technology to support student learning
- Purchase additional state aligned texts as they become available
- Purchase additional literature to support student learning
- Based on review of data, continue services with Math consultant
- Provide general academic supplies for all academies
- Design and implement strategies to inform parents about college and career pathways
- Facilities maintained in good repair

High School

- Continue to offer students, including those in target subgroups, greater exposure to college information including application process, college programs, financial aid, and scholarships through workshops and field trips to universities.
- Continue to Purchase AP test prep materials.
- Provide opportunities for AP training
- Expand the AVID elective courses to accommodate student needs and implement AVID strategies in multiple content areas

Middle School

implement AVID strategies in multiple content areas

Middle School

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

Elementary School

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

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

Elementary School

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

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

Elementary School

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,006,718	\$6,466,481	\$6,466,481
Source	LCFF	LCFF	LCFF
Budget Reference	1xxx –	1xxx –	1xxx-
Amount	\$1,086,112	\$1,145,510	\$1,145,510
Source	LCFF	LCFF	LCFF
Budget Reference	2xxx –	2xxx –	2xxx-

Amount	\$2,643,349	\$2,917,468	\$2,917,468
Source	LCFF	LCFF	LCFF
Budget Reference	3xxx –	3xxx –	3xxx-
Amount	\$1,229,920	\$931,700	\$931,700
Source	LCFF	LCFF	LCFF
Budget Reference	4xxx –	4xxx –	4xxx-
Amount	\$55,000	\$326,700	\$326,700
Source	LCFF	LCFF	LCFF
Budget Reference	5xxx –	5xxx –	5xxx-

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Specific Student Groups: Special Education

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Special Education

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

Special Education

- Continue to hire fully qualified staff
- Hire additional full time teacher
- Provide assessment materials for Special Education
- Provide appropriate technology to supports students with disabilities

Special Education

- Continue to hire fully qualified staff
- Hire additional full time teacher
- Provide assessment materials for Special Education
- Provide appropriate technology to supports students with disabilities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$476,970	\$262,597	\$262,597
Source	LCFF	LCFF	LCFF
Budget Reference	1xxx –	1xxx –	1xxx-
Amount	\$181,175	\$106,289	\$106,289
Source	LCFF	LCFF	LCFF
Budget Reference	2xxx –	2xxx –	2xxx-
Amount	\$244,148	\$143,091	\$143,091
Source	LCFF	LCFF	LCFF
Budget Reference	3xxx –	3xxx –	3xxx-
Amount	\$25,000	\$25,000	\$25,000
Source	LCFF	LCFF	LCFF
Budget Reference	4xxx –	4xxx –	4xxx-

Amount	\$100,000	\$100,000	\$100,000
Source	LCFF	LCFF	LCFF
Budget Reference	5xxx-	5xxx-	5xxx-

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

EL

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

2018-19 Actions/Services

EL

- Expand tutoring for EL students, including continuation for bilingual college tutoring for high school students, afterschool tutoring for middle school students and LIA tutoring for elementary level students.
- Continue EL parent meetings with bilingual interpreters

2019-20 Actions/Services

EL

- -Expand tutoring for EL students, including continuation for bilingual college tutoring for high school students, afterschool tutoring for middle school students and LIA tutoring for elementary level students.
- Continue EL parent meetings with bilingual interpreters

- Continue the use of Rosetta Stone to support EL students in the Independent Study Program
- Provide access to Rosetta Stone to support parents pursuing English proficiency
- Implement "Latinos in Action (LIA)"
- Language Development Leader will provide professional development in Best EL instructional practices to site teams

- Continue the use of Rosetta Stone to support EL students in the Independent Study Program
- Provide access to Rosetta Stone to support parents pursuing English proficiency
- Implement "Latinos in Action (LIA)"
- Language Development Leader will provide professional development in Best EL instructional practices to site teams

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,000	\$90,000	\$90,000
Source	LCFF	LCFF	LCFF
Budget Reference	1xxx –	1xxx –	1xxx-
Amount	\$4,006	\$4,006	\$4,006
Source	LCFF	LCFF	LCFF
Budget Reference	2xxx –	2xxx –	2xxx-
Amount	\$38,287	\$38,287	38,287
Source	LCFF	LCFF	LCFF
Budget Reference	3xxx –	3xxx –	3xxx-
Amount	\$2,200	\$2,500	\$2,500
Source	LCFF	LCFF	LCFF
Budget Reference	4xxx –	4xxx –	4xxx-

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Parent Involvement 3A. Efforts to seek parent input in decision making	Priority 3: Parent Involvement 3A. Parents participated in the Advisory School Council (ASC). The ASC was chaired by a parent and all parent positions on the ASC were filled.	Priority 3: Parent Involvement All ASC openings will remain filled. Grade level conferences and academy orientations will continue.	Priority 3: Parent Involvement All ASC openings will remain filled. Grade level conferences and academy orientations will continue.	Priority 3: Parent Involvement All ASC openings will remain filled. Grade level conferences and academy orientations will continue.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Grades K-2 teachers met one on one in the beginning of the year with each student and parents and held midyear parent conferences.</p> <p>All other grades and academies held academy specific orientations, which included information about communication and parent involvement.</p> <p>Parents of students enrolled in the AVID program participated in a "college day."</p> <p>Parents volunteered to run booths at the annual Fall Festival.</p> <p>Communication through JupiterEd or Haiku was implemented for students in on-site academies.</p>			
3B. How the charter promotes parental participation in programs for unduplicated pupils.	3B. 35 parents attended EL parent meetings held at their students' academies.	3B. Language Development Leader will collaborate with school staff to increase EL parent participation.	3B. Language Development Leader will collaborate with school staff to increase EL parent participation.	3B. Language Development Leader will collaborate with school staff to increase EL parent participation.
3C. How the charter promotes parental participation in programs	3C. All parents of students with special needs felt that VAFS	3C. All parents of students with special needs will continue to	3C. All parents of students with special needs will continue to	3C. All parents of students with special needs will continue to

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
for individuals with exceptional needs.	facilitated parent involvement as a means of improving services and results for their children, as measured by responses recorded on IEP notes. All parents of students with special needs and students in general education were encouraged to attend the Community Advisory Committee workshops and trainings aimed at providing parents an opportunity to learn and share with other parents who have similar experiences.	feel that VAFS facilitates parent involvement as a means of improving services and results for their children, as measured by responses recorded on IEP notes. All parents of students with special needs and students in general education were encouraged to attend the Community Advisory Committee workshops and trainings aimed at providing parents an opportunity to learn and share with other parents who have similar experiences.	feel that VAFS facilitates parent involvement as a means of improving services and results for their children, as measured by responses recorded on IEP notes. All parents of students with special needs and students in general education were encouraged to attend the Community Advisory Committee workshops and trainings aimed at providing parents an opportunity to learn and share with other parents who have similar experiences.	feel that VAFS facilitates parent involvement as a means of improving services and results for their children, as measured by responses recorded on IEP notes. All parents of students with special needs and students in general education were encouraged to attend the Community Advisory Committee workshops and trainings aimed at providing parents an opportunity to learn and share with other parents who have similar experiences.
Priority 5: Pupil Engagement	Priority 5: Pupil Engagement	Priority 5: Pupil Engagement	Priority 5: Pupil Engagement	Priority 5: Pupil Engagement
5A. School Attendance	5A. Attendance rate: 98% (Verified by School Pathways SIS)	5A. Maintain or increase attendance rate.	5A. Maintain or increase attendance rate.	5A. Maintain or increase attendance rate.
5B. Chronic Absenteeism	5B. Chronic Absenteeism Rate for 2016-17: 5.4% (Verified by School Pathways SIS)	5B. Maintain or decrease chronic absenteeism rate.	5B. Maintain or decrease chronic absenteeism rate.	5B. Maintain or decrease chronic absenteeism rate.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
5C. Middle School Dropout Rate	5C. Middle School Dropout Rate for 2016 - 17 2.4% (Verified by School Pathways)	5C. Maintain or decrease middle school drop-out rate.	5C. Maintain or decrease middle school drop-out rate.	5C. Maintain or decrease middle school drop-out rate.
5D. High School Dropout Rate	5D. High School Dropout rate: (2015-16) 6.2%. (Verified by CDE Dataquest).	5D. Maintain or decrease High School dropout rate.	5D. Maintain or decrease High School dropout rate	5D. Maintain or decrease High School dropout rate.
5E. High School Graduation Rate	5E. High School graduation rate: (2015-16) 84.1%. (Verified by CDE Dataquest)	5E. Increase High School graduation rate	5E. Increase High School graduation rate	5E. Increase High School graduation rate
Priority 6: School Climate 6A. Pupil Suspension Rate	Priority 6: School Climate 6A. Suspension rate: 1.60% (Verified by CDE Dataquest)	Priority 6: School Climate 6A. Maintain or decrease suspension rate.	Priority 6: School Climate 6A. Maintain or decrease suspension rate.	Priority 6: School Climate 6A. Maintain or decrease suspension rate.
6B. Pupil Expulsion Rate	6B. Expulsion rate: 0% (Verified by CDE Dataquest)	6B. Continue to maintain expulsion rate of 0.	6B. Continue to maintain expulsion rate of 0.	6B. Continue to maintain expulsion rate of 0.
6C. Other local measures, incl. surveys of pupils, parents and	6C. Parent Survey Results from 2016-17	6C. We will continue to administer school climate surveys in an	6C. We will continue to administer school climate surveys in an	6C. We will continue to administer school climate surveys in an

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
teachers on safety and school connectedness.	<p>Percentage of respondents who agreed or strongly agreed with the following statements: (English/Spanish respondents)</p> <p>VAFS school facilities are maintained in good repair: 95/100</p> <p>Venture Academy Provides opportunities for me to participate in my child's education: 92/100</p> <p>Venture Academy provides opportunities for sports and extracurricular activities: 92/75</p> <p>My child feels safe at school: 87/100</p> <p>My student has access to a counselor: 92/100</p> <p>My child has gained self confidence while enrolled in Venture Academy: 90/100</p> <p>My student has a healthy balance of schoolwork and play: 95/100</p> <p>(Verified by LCAP Survey Results)</p>	<p>effort to maintain positive results and to promote a safe learning environment.</p> <p>Survey results will continue to show a high level of satisfaction with the school.</p>	<p>effort to maintain positive results and to promote a safe learning environment.</p> <p>Survey results will continue to show a high level of satisfaction with the school.</p>	<p>effort to maintain positive results and to promote a safe learning environment.</p> <p>Survey results will continue to show a high level of satisfaction with the school.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

- Maintain campus safety team to support a positive and safe school culture
- Maintain janitorial contracts
- Hire full time school psychologist
- Hire full time school nurse

2018-19 Actions/Services

- Maintain campus safety team to support a positive and safe school culture
- Maintain janitorial contracts
- Maintain full time school psychologist
- Maintain full time school nurse

2019-20 Actions/Services

- Maintain campus safety team to support a positive and safe school culture
- Maintain janitorial contracts
- Maintain full time school psychologist
- Maintain full time school nurse

- Maintain counseling staff
- Maintain Athletic Director contract
- Maintain Automated communication system
- Continue to mail out information to parents and students
- Renew Jupiter grading system for parent and students access to grades and for 2-way communication between students, parents and school.
- Provide supplies for parent workshops/meetings.
- Parents help organize and promote school-wide involvement in community events.
- Promote active parental involvement of Advisory School Council

- increase counseling staff
 - Maintain Athletic Director contract
 - Maintain Automated communication system
- Continue to mail out information to parents and students
- Renew Jupiter grading system for parent and students access to grades and for 2-way communication between students, parents and school.
 - Provide supplies for parent workshops/meetings.
 - Encourage parents to help organize and promote school-wide involvement in community events.
 - Promote active parental involvement of Advisory School Council
 - Conduct parent welcome/orientation for incoming freshmen during the summer break

- Maintain counseling staff
 - Maintain Athletic Director contract
 - Maintain Automated communication system
- Continue to mail out information to parents and students
- Renew Jupiter grading system for parent and students access to grades and for 2-way communication between students, parents and school.
 - Provide supplies for parent workshops/meetings.
 - Encourage parents to help organize and promote school-wide involvement in community events.
 - Promote active parental involvement of Advisory School Council
 - Conduct parent welcome/orientation for incoming freshmen during the summer break

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$460,444	\$531,379	\$531,379
Source	LCFF	LCFF	LCFF
Budget Reference	1xxx –	1xxx –	1xxx-

Amount	\$210,145	\$205,000	\$205,000
Source	LCFF	LCFF	LCFF
Budget Reference	2xxx –	2xxx –	2xxx-
Amount	\$247,512	\$316,233	\$316,233
Source	LCFF	LCFF	LCFF
Budget Reference	3xxx –	3xxx –	3xxx-
Amount	\$100	\$500	\$500
Source	LCFF	LCFF	LCFF
Budget Reference	4xxx –	4xxx –	4xxx-
Amount	\$16,580	\$20,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	5xxx –	5xxx –	5xxx-

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

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

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

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

Modified Action

Unchanged Action

Modified Action

2017-18 Actions/Services

EL

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

2018-19 Actions/Services

EL

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

2019-20 Actions/Services

EL

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	4xxx –	4xxx –	4xxx-
Amount	\$1,200	\$1,500	\$1,500
Source	LCFF	LCFF	LCFF
Budget Reference	5xxx –	5xxx –	5xxx-

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$2,872,766

Percentage to Increase or Improve Services

18.14%

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

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

The following actions and services are incorporated in Goal 1:

- Maintain facilities in good repair
- Continue to hire fully qualified staff
- Provide Staff Development for staff
- Continue ALEKS licensing and other Math remediation support as needed.
- Continue Licensing for EdPerformance or other on-line schoolwide assessment program to measure and support student academic growth
- Update technology to support student learning
- Purchase additional state aligned texts as they become available
- Purchase additional literature to support student learning
- Collaborate with SJCOE and other Math resources to improve Math performance for all students
- Provide general academic supplies for all academies
- Continue to offer students, including those in target subgroups, greater exposure to college information including application process, college programs, financial aid, and scholarships through workshops and field trips to universities.
- Continue to Purchase AP test prep materials.
- Provide opportunities for AP training
- Expand the AVID elective courses to accommodate student needs and implement AVID strategies in multiple content areas
- Expand AVID Elementary Program
- Implement Read 180 Reading Intervention at the elementary and middle school level and for targeted high school students
- Continue online/computer based tutorials
- Expand tutoring for EL students

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

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

- Continue scholastic reading program
- Expand Special Education staff
- Continue to supply assessment materials for Special Education
- Expand the use of Rosetta Stone to support students and parents
- Implement "Latinos in Action"

The following actions and services are incorporated in Goal 2:

- Maintain campus safety team to support a positive and safe school culture
- Maintain janitorial contracts
- Maintain full time school psychologist
- Maintain full time school nurse
- increase counseling staff
- Maintain Athletic Director contract
- Maintain Automated communication system
- Continue to mail out information to parents and students
- Renew Jupiter grading system for parent and students access to grades and for 2-way communication between students, parents and school.
- Provide supplies for parent workshops/meetings.
- Encourage parents to help organize and promote school-wide involvement in community events.
- Promote active parental involvement of Advisory School Council
- Conduct parent welcome/orientation for incoming freshmen during the summer break
- Increase communication and access for non-English speaking parents.
- Continue to offer EL parent meetings in all grade levels and academies and provide all needed supplies

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

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$2,781,286

20.22%

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

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

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

The following services are incorporated into Goal 1 actions:

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

The following actions and services are incorporated into Goal 2 actions

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

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

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

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

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

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	13,123,866.00	12,799,545.00	13,123,866.00	13,639,241.00	13,639,241.00	40,402,348.00
LCFF	13,123,866.00	12,799,545.00	13,123,866.00	13,639,241.00	13,639,241.00	40,402,348.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	13,123,866.00	12,799,545.00	13,123,866.00	13,639,241.00	13,639,241.00	40,402,348.00
	13,123,866.00	12,799,545.00	13,123,866.00	13,639,241.00	13,639,241.00	40,402,348.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	13,123,866.00	12,799,545.00	13,123,866.00	13,639,241.00	13,639,241.00	40,402,348.00
	LCFF	13,123,866.00	12,799,545.00	13,123,866.00	13,639,241.00	13,639,241.00	40,402,348.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	12,182,885.00	11,679,451.00	12,182,885.00	12,559,629.00	12,559,629.00	37,302,143.00
Goal 2	940,981.00	1,120,094.00	940,981.00	1,079,612.00	1,079,612.00	3,100,205.00
Goal 3			0.00	0.00	0.00	0.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00
Goal 9			0.00	0.00	0.00	0.00
Goal 10			0.00	0.00	0.00	0.00
Goal 11			0.00	0.00	0.00	0.00
Goal 12			0.00	0.00	0.00	0.00
Goal 13			0.00	0.00	0.00	0.00
Goal 14			0.00	0.00	0.00	0.00
Goal 15			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.