

Introduction:

LEA: Venture Academy Contact (Name, Title, Email, Phone Number): Kathleen Focacci, Division Director, kfocacci@sjcoe.net, 209.468.5940
LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<ul style="list-style-type: none">-Academy teaching teams met as Professional Learning Communities to draft goals specific to their sites.-Presentation of LCFF and LCAP made to Venture Academy Advisory Site Council (ASC) on March 3, 2015.-Letters mailed school-wide inviting parents and local community members, including CTA representative, to public meeting in March 2015.-Parent survey posted in English and Spanish on website.-Survey for community stakeholders posted on web-site.-EL Advisory Committee formed, consisting of representative faculty and support staff.-Public meetings with stakeholders held March 4, March 10, and March 18, 2015.-Draft posted on VAFS website from March 26 to April 15, 2015 for public feedback.-Public Hearing scheduled for June 19, 2015.	Stakeholder input formed the basis for our goals.

Annual Update:	Annual Update:
-----------------------	-----------------------

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1	Improve services for EL population.			Related State and/or Local Priorities: 1__ 2__ 3__ <u>x</u> 4__ <u>x</u> 5__ <u>x</u> 6__ <u>x</u> 7__ <u>x</u> 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	There is a need for EL students to become proficient in the English language.			
Goal Applies to:	Schools:	Venture Academy		
	Applicable Pupil Subgroups:	EL		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Students will be reclassified as proficient at a rate that is consistent with research.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Test and reclassify EL students Language Development Leader (LDL) will provide support services for teachers in the classroom LDL will provide support services/tutoring for EL students. LDL will facilitate parental involvement in school.		VAFS	__ALL	Testing Coordinator /Data Specialist: \$64,056
			OR: __Low Income pupils __ <u>x</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3 teachers x 8 hours=\$1200 Translation-

			Charter School Facilitator: \$4000 Language Development Leader: \$105,419
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Students will be reclassified as proficient at a rate that is consistent with research.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2015-16	VAFS	__ALL <hr/> OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Testing Coordinator /Data Specialist: \$64,056 3 teachers x 8 hours=\$1200 Translation- Charter School Facilitator: \$4000 Language Development Leader: \$105,419
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Students will be reclassified as proficient at a rate that is consistent with research.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2016-17	VAFS	__ALL	Testing

		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Coordinator /Data Specialist: \$64,056 3 teachers x 8 hours=\$1200 Translation-Charter School Facilitator: \$4000 Language Development Leader: \$105,419
GOAL 2	Improve CAHSEE attendance and improve passing rates by 5%	Related State and/or Local Priorities: 1__ 2__ 3__ <input checked="" type="checkbox"/> 4__ <input checked="" type="checkbox"/> 5__ <input checked="" type="checkbox"/> 6__ 7__ 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Identified Need :		Students must pass the California High School Exit Exam to earn a high school diploma.	
Goal Applies to:		Schools:	Venture Academy/High School Independent Study (IS)
		Applicable Pupil Subgroups:	ALL
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Increase in CAHSEE passing rate of at least 5% for students enrolled in the High School Independent Study program.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
-Establish baseline passing rate -Conduct yearlong CAHSEE Prep classes -Offer a Math and English Boot Camp prior to CAHSEE testing -Send out all-call and reminder letters to students scheduled to take the CAHSEE	VAFS/IS	<input checked="" type="checkbox"/> ALL	Summer school teachers: 4 teachers X\$1890= \$7560 Boot camp teacher time
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
LCAP Year 2: 2016-17			

Expected Annual Measurable Outcomes:	Increase in CAHSEE passing rate of at least 5%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2015-16, depending on administration of CAHSEE.	VAFS/IS	<u> x </u> ALL	Summer school teachers: 4 teachers X\$1890= \$7560 Boot camp teacher time
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Continued increase in CAHSEE passing rate		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2015-16, depending on administration of CAHSEE.		__ALL	Summer school teachers: 4 teachers X\$1890= \$7560 Boot camp teacher time
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

GOAL 3	Decrease dropout rates and increase graduation rates for Independent Study students		Related State and/or Local Priorities: 1__ 2__x 3__x 4__x 5__x 6__x 7__x 8__x COE only: 9__ 10__ Local : Specify _____
Identified Need :	Venture Academy's goal is that every student earns a high school diploma.		
Goal Applies to:	Schools:	Venture Academy/IS	
	Applicable Pupil Subgroups:	ALL	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Graduation rates will increase.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> -Require questionnaire to be completed by new enrollees with enrollment application outlining IS requirements -Screen Independent Study students for credits in comparison to grade-level status and CAHSEE results to determine proper placement and identify at-risk students -Give all students a copy of the Master Agreement -Clarify and communicate IS policy for missed appointments -Offer remediation and enrichment courses -Align current curriculum to Common Core Standards -Address discrepancy between EL and English-only students through ELD interventions and parental support and involvement 	VAFS/IS	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	7 IS teachers X 38 hours X \$50=\$13.300 Odysseyware Online Curriculum: \$24,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Graduation rates will increase and dropout rates will decrease.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2015-16	VAFS/IS	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	7 IS teachers X 38 hours X \$50=\$13.300 Odysseyware Online Curriculum: \$24,000

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Graduation rates will increase and dropout rates will decrease.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2016-17	VAFS/IS	<u> x </u> ALL	7 IS teachers X 38 hours X \$50=\$13,300 Odysseyware Online Curriculum: \$24,000
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	

GOAL 4	Develop and implement student portfolios, culminating in a final portfolio showcase upon graduation. (FOUNDATIONS)		Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5_x 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify _____	
Identified Need :		Standardized testing does not measure every aspect of a student’s success.		
Goal Applies to:		Schools:	Venture Academy/Foundations	
		Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16				
Expected Annual	All freshmen students enrolled in Foundations Program will create a portfolio that will be included in the annual			

Measurable Outcomes:	showcase.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Document student work and performances to develop a student portfolio to be shared in a final portfolio showcase upon graduation from Foundations.	VAFS/ FOUND-ATIONS	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Chrome-book Cart=\$9,423
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Beginning freshmen will create a portfolio that will be included in the annual showcase and sophomores will continue adding to their portfolios.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2015-16	VAFS/ FOUND-ATIONS	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Maintain equipment and software expenses
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	All freshmen, sophomores, and juniors in the Foundations Program will participate in the portfolio process that will be included in the annual showcase.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2016-17.	VAFS/ FOUND-ATIONS	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Maintain equipment and software expenses

GOAL 5	Maintain the overall passing rate on the CAHSEE 10 th grade census at a minimum of 85%.		Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5_x 6__ 7__ 8_x COE only: 9__ 10__ Local : Specify _____	
Identified Need :		All Students must pass the CAHSEE to graduate from high school.		
Goal Applies to:		Schools: Venture Academy/Modified Attendance High School Sites Applicable Pupil Subgroups: ALL		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:		85% of all 10 th graders passing the CAHSEE on first attempt.		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
-Identify areas of need and integrate CAHSEE review into Math and English classes -Implement CAHSEE Bootcamp for 10 th graders identified as at-risk for not passing (to be held during 6 th period/elective time for 3 weeks prior to census). IS students will be encouraged to attend Bootcamp. -Implement CAHSEE review with all 10 th grade math and English MDA students (3 week intensified CAHSEE curriculum) during 50-minute daily instruction.		ALL MDA HIGH SCHOOL SITES	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1 hrX4days X3weeksX4 teachersX \$50=\$2400
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:		Maintain a minimum of 85% of all students passing CAHSEE on first attempt		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2015-16		ALL	_x_ALL	1 hrX4days

	MDA HIGH SCHOOL SITES	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	X3weeksX4 teachersX \$50=\$2400
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Maintain a minimum of 85% of all students passing CAHSEE on first attempt		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2016-17	ALL MDA HIGH SCHOOL SITES	<u> x </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	1 hrX4days X3weeksX4 teachersX \$50=\$2400

GOAL 6	Students will show statistically significant gains in EdPerformance Mathematics, Language Arts and Reading from Fall to Spring	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Students need to demonstrate adequate progress in grades 6-8.	
Goal Applies to:	Schools:	Venture Academy/Middle Schools
	Applicable Pupil Subgroups:	All
LCAP Year 1: 2015-16		
Expected Annual	Statistically significant gains for all students in middle school grades.	

Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
-Require 100 minutes/week ALEKS (VITA) -Offer after school tutoring	VAFS MDA MIDDLE SCHOOL	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	ALEKS seats= \$15,750 1 hr X 2 daysX 4 teachers X30 weeksX\$50= \$12,000
-Instruction in grammar in Language Arts class -Prefix/Suffix/Root Word instruction across curriculum -Students will write essays to a prompt across the curriculum -Small group instruction	VAFS MDA MIDDLE SCHOOL	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	
-Middle School students will read a variety of novels each year and complete written projects -Track students to ensure all have been tested throughout the year	VAFS MDA MIDDLE SCHOOL	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Cost of Novels: \$8000
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Statistically significant gains for all students in middle school grades.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2015-16	VAFS	<u> x </u> ALL	ALEKS

	MDA MIDDLE SCHOOL	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	seats= \$15,750 1 hr X 2 daysX 4 teachers X30 weeksX\$50= \$12,000
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Statistically significant gains for all students in middle school grades.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2016-17	VAFS MDA MIDDLE SCHOOL	<u> x </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	ALEKS seats= \$15,750 1 hr X 2 daysX 4 teachers X30 weeks X\$50=\$12,0 00

GOAL 7	Increase percentage of students applying and being accepted into a university. (DeltaVISTA)			Related State and/or Local Priorities: 1__ 2__ 3_x 4_x 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :		This goal reflects the focus of Delta VISTA academy to prepare all students for college.		
Goal Applies to:		Schools:	Venture Academy-DVA	
		Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:		Increasing number of students who apply and are accepted to 4-year university.		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Offer students greater exposure to college information including application process, college programs, financial aid, and scholarships. Schedule field trips to universities. Train cohort of teachers for AVID program		VAFS/DV	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	3 teachers X 119 dayx 1 hr \$26,003 Site Coordinator: 50 hours=\$2500 District Director: 30 hours =\$2,144 Summer Institute AVID training: \$700x3+\$2100. AVID Membership=\$ 3805
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:		Increasing number of students who apply and are accepted to 4-year university.		
Actions/Services		Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
Continue actions and services from 2015-16	VAFS/DV	<u> x </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	119 days=- \$26,003 Site Coordinator: 30 hours=\$2,185 District Director: 30 hours =\$2,144 Translator services = \$4000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Increasing number of students who apply and are accepted to 4-year university.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2016-17	VAFS/DV	<u> x </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	119 days=- \$26,003 Site Coordinator: 30 hours=\$2,185 District Director: 30 hours =\$2,144 Translator services = \$4000

GOAL 8	Increase percentage of students passing AP tests by 5% (DV)	Related State and/or Local Priorities: 1__ 2 <u> x </u> 3__ 4 <u> x </u> 5 <u> x </u> 6__ 7 <u> x </u> 8__
------------------	--------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------

COE only: 9__ 10__
Local : Specify _____

Identified Need :	More students need to pass AP tests with a score of 3, 4, or 5.		
Goal Applies to:	Schools:	Venture Academy-DV	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Number of students passing AP exams.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Integrate AP test prep into AP curriculum and work towards student mastery of content	VAFS/DV	<input checked="" type="checkbox"/> ALL	Materials=\$1000 Counselors time for proctoring-60hoursX\$50=\$3000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Number of students passing AP exams.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2015-16	VAFS/DV	<input type="checkbox"/> ALL	Materials=\$1000 Counselors time for proctoring-60hoursX\$50=\$3000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 3: 2017-18

Expected Annual Measurable	Number of students passing AP exams.		
----------------------------	--------------------------------------	--	--

Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2016-17	VAFS/DV	<u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Materials= \$1000 Counselors time for proctoring- 60hoursX\$50= \$3000

GOAL 9	Beginning of Fall Semester 2015-2016 school year, all 9 th graders will create an ESLR-themed portfolio to build over 4 years (eventually used in GBE presentation and college/career planning). (ImagineIT)			Related State and/or Local Priorities: 1__ 2_x 3_x 4_x 5_x 6_x 7_x 8_x COE only: 9__ 10__ Local : Specify _____	
Identified Need :		Standardized testing does not measure every aspect of a student’s success.			
Goal Applies to:		Schools:	Venture Academy-ImagineIT		
		Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16					
Expected Annual Measurable Outcomes:		Use of portfolio in GBE presentations and college/career planning.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
-A physical portfolio will be created and stored within the Teacher of Record’s (TOR) classroom. The portfolio will be revisited and continually developed every quarter. -All classroom teachers will have a designated file system to store and organize student work within their classrooms. (Students will select assignments from this system to determine if they are portfolio appropriate.) - Teaching team will regularly discuss portfolio process to ensure it remains meaningful, authentic, and true to the		VAFS/ ImagineIT	_x_ALL		Chrome-book Carts: \$18,846 software, portfolio supplies: \$1000
			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

VAFS ESLRs and industry expectations. - Portfolio Training for students at school year orientation			
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Use of portfolio in GBE presentations and college/career planning.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2015-16	VAFS/ ImagineIT	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	portfolio supplies: \$1000
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Use of portfolio in GBE presentations and college/career planning.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2016-17	VAFS/ ImagineIT	<u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	portfolio supplies: \$1000

GOAL 10	Improve reading proficiency and fluency in the primary grades. (TK-2)	Related State and/or Local Priorities:
		1__ 2__ 3__ 4__ <u>x</u> 5__ 6__ 7__ 8__
		COE only: 9__ 10__
		Local : Specify _____

Identified Need :	All students need to gain grade level reading fluency and proficiency.		
Goal Applies to:	Schools:	Venture Academy-VLAND K-2	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Progress towards grade level reading fluency and proficiency for all students.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
-Perform two rounds of testing. -Analyze data to identify gains, strengths, and weaknesses. -Use results of data analyses to guide intervention strategies.	VAFS/ VL	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	i-Station \$8000 EdPerformance 130X14=1820 Chromebook carts=\$18,000 Tech support: \$61,618
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Progress towards grade level reading fluency and proficiency for all students.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2015-16	VAFS/ VL	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	EdPerformance 130X14=1820 Chromebook carts=\$18,000 Tech support: \$61,618
LCAP Year 3: 2017-18			
Expected Annual Measurable	Progress towards grade level reading fluency and proficiency for all students.		

Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2016-17	VAFS/ VL	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	EdPerformance 130X14=1820 Chromebook carts=\$18,000 Tech support: \$61,618

GOAL 11	Students will demonstrate progress and achievement in core subjects by creating and presenting a portfolio. (Syn)		Related State and/or Local Priorities: 1__ 2_ <u>x</u> 3__ 4_ <u>x</u> 5__ 6__ 7__ 8_ <u>x</u> COE only: 9__ 10__ Local : Specify _____
Identified Need : Standardized testing does not measure every aspect of a student's success.			
Goal Applies to: Schools: Venture Academy-Synergy			
Applicable Pupil Subgroups: All			
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Progress documented through core subject material in portfolios.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Portfolio scores will be determined by student demonstration through reports, projects, and verbal presentations.	VAFS/ SYNERGY	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Chromebook Cart =\$9000
LCAP Year 2: 2016-17			
Expected Annual	Progress documented through core subject material in portfolios.		

Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2015-16	VAFS/ SYNERGY	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Technology support and maintenance \$61,618

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Progress documented through core subject material in portfolios.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2016-17	VAFS/ SYNERGY	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Technology support and maintenance \$61,618

GOAL 12	Increase student access to visual and performing arts (VISA)			Related State and/or Local Priorities: 1__ 2_x 3_x 4_x 5__ 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	There is a limited amount of visual and performing arts available to middle school students. Participation in the arts improves learning.				
Goal Applies to:	Schools:	Venture Academy-VISA			
	Applicable Pupil Subgroups:	All			
LCAP Year 1: 2015-16					

Expected Annual Measurable Outcomes:	Number of students participating in visual and performing arts both during the school day and after school. Development of curriculum that incorporates the arts.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
-Offer exploratory classes in Basic Drawing, Multimedia Art, Music, and Drama -Integrate art into other core academic classes	VAFS/ VISA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Materials=\$1939 Instruments Choir Director Stipend=\$2500
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Number of students participating in visual and performing arts both during the school day and after school. Development of curriculum that incorporates the arts.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2015-16	VAFS/ VISA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Materials=\$1939 Instruments Choir Director Stipend=\$2500
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Number of students participating in visual and performing arts both during the school day and after school. Development of curriculum that incorporates the arts.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2016-17	VAFS/ VISA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Materials=\$1939 Instruments Choir Director Stipend=\$2500

GOAL 13	90% of graduating students in the BrainworX Academy will have completed a mastery level in their critical thinking portfolios as measured by the BrainworX critical thinking rubric.		Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :		Portfolios have been introduced; however, more students need to actively participate in portfolio development.		
Goal Applies to:		Schools: Venture Academy-BrainworX Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:		Percentage of students actively involved in portfolio development.		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will keep an academic portfolio of their work and assess it with a rubric		VAFS/ BrainworX	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Chrome-book Carts: \$18,846
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:		Percentage of students actively involved in portfolio development.		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2015-16		VAFS/ BrainworX	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient	Maintenance and upkeep of technology,

		__Other Subgroups:(Specify)_____	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Percentage of students actively involved in portfolio development.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2016-17	VAFS/ BrainworX	__x__ALL	Maintenance and upkeep of technology,
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

GOAL 14	Increase the number of students passing classes with a grade of C or better (ExM)		Related State and/or Local Priorities: 1__ 2__x__ 3__x__ 4__x__ 5__x__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :		We need to offer more support to struggling students through school and parental intervention.		
Goal Applies to:		Schools: Venture Academy-Excel Middle		
		Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Actual number of students passing with C or better.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures

With the support of the LDL: -Identify students who need support or interventions -Utilize warning letters and phone calls to parents early in the year to create a student support team - Implement interventions such as study hall, tutoring, and time management skills Provide AVID Elective and use implement AVID strategies in all content classes	VAFS/ Excel Middle	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	LDL AVID Summer Institute Training \$700 x 2=\$1400 AVID Site Coordinator 30 weeks x 1 hour x \$50=\$1500
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Actual number of students passing with C or better.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2015-16	VAFS/ Excel Middle	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	LDL AVID Summer Institute Training \$700 x 2=\$1400 AVID Site Coordinator 30 weeks x 1 hour x \$50=\$1500

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Actual number of students passing with C or better.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2016-17	VAFS/ Excel Middle	<u> x </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient	LDL AVID Summer Institute Training

		___ Other Subgroups: (Specify) _____ _____	\$700 x 2=\$1400 AVID Site Coordinator 30 weeks x 1 hour x \$50=\$1500
--	--	-----------------------------------------------	---------------------------------------------------------------------------------------

GOAL 15	All students on IEPs will meet 75% of their academic goals		Related State and/or Local Priorities:	
			1__x__ 2__ 3__x__ 4__x__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :		Some students are not meeting their IEP goals.		
Goal Applies to:		Schools: Venture Academy-Special Education Applicable Pupil Subgroups: Students with disabilities		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:		Percentage of IEP goals met by each student.		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
-Resource teachers will record the percentage of goals met by each student with an IEP -Inform general education teachers of student goals -Conduct benchmark assessments with students		VAFS/SPED	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_ Other Subgroups:(Specify) <u>Students with disabilities</u>	SPED Support: \$35,000 Success Center Aides \$68,380
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:		Percentage of IEP goals met by each student.		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Continue actions and services from 2015-16	VAFS/ SPED	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	SPED Support: \$35,000 Success Center Aides \$68,380
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Percentage of IEP goals met by each student.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue actions and services from 2016-17	VAFS/ SPED	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	SPED Support: Success Center Instructional Assistants: \$68,380

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

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

- 3) How have the actions/services addressed the identified needs and goals of specific schools/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?

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

Original GOAL from prior year LCAP:	The Testing Coordinator will train at least one teacher in each focus academy by the first day of the 2014-15 school year. Testing at the elementary level will be completed during the first week of the 2014-15 school year. EL students will be placed in a "learning group" in the School-wide Assessment program so that their progress can be monitored.		Related State and/or Local Priorities: 1__ 2__ 3__x 4__x 5__x 6__ 7__ 8__x COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Venture Academy		
	Applicable Pupil Subgroups:	EL		
Expected Annual Measurable Outcomes:	One teacher in each focus academy will be trained		Actual Annual Measurable Outcomes:	One teacher in each focus academy was trained.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures

<ul style="list-style-type: none"> -English Language Learners will be identified through enrollment forms. -Trained staff from each site team will conduct CELDT testing with their students. - Previously identified EL students will be placed in a data group by the first day of school. As students are identified throughout the school year, their names will be added to this group. -Computer based programs will be purchased to enhance English Language Acquisition and to promote fluency. (Rosetta Stone, IStation) -Data will be analyzed to assess progress. - Students will be reclassified as they gain language proficiency. 		<p>Testing Coordinator: 1 hour X 275 students = \$21,488</p> <p>Teachers administering tests 2 hours X 275 students = \$40,061</p> <p>Rosetta Stone: \$12,000 IStation: \$8000</p>	<ul style="list-style-type: none"> -English Language Learners were identified through enrollment forms. -Teachers from site teams were trained, but testing was conducted by Testing Coordinator - Previously identified EL students were placed in a data group by the first day of school. As students were identified throughout the school year, their names were added to this group. -Computer based programs were purchased to enhance English Language Acquisition and to promote fluency. (IStation) -Data is being analyzed to assess progress. - Students were reclassified as they gained language proficiency. 	<p>Testing Coordinator/Data Specialist \$64,056</p> <p>1 hour x 275 students= \$20,031</p> <p>IStation = \$8000</p>
Scope of service:			Scope of service:	
__ALL			__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		A full time Testing Coordinator and Data Specialist was hired to oversee CELDT testing and reclassification. A Language Development Leader was hired in the spring of 2015 to provide support to teachers, parents, and students to better serve our EL population. IStation was implemented to support the development of our English language learners.		

Original GOAL from prior year	Students will meet target growth goals identified by EdPerformance Assessment tool, except for students on IEP's who will meet their individual goals	<p>Related State and/or Local Priorities:</p> <p>1__ 2_<input checked="" type="checkbox"/> 3__ 4_<input checked="" type="checkbox"/> 5_<input checked="" type="checkbox"/> 6__ 7__</p> <p>8_<input checked="" type="checkbox"/></p> <p>COE only: 9__ 10__</p>
-------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

LCAP:		Local : Specify _____	
Goal Applies to:		Schools: Venture Academy	
		Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	100% meet target goals	Actual Annual Measurable Outcomes:	The majority of students in the elementary classrooms met their growth targets.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
-Create data base for learning groups -Provide professional development in the use of Edperformance -Identify students in the at-risk categories -Collaborate in site teams and content areas to develop and implement strategies to support at risk students. -Monitor progress of at-risk students. -Provide interventions for failing students. -Evaluate effectiveness of strategies for at risk students.	EdPerformance: 1200 seats = \$16,800	-Created data base for learning groups -Provided professional development in the use of Edperformance -Identified students in the at-risk categories -Collaborate in site teams and content areas to develop and implement strategies to support at risk students. -Monitored progress of at-risk students. -Provided interventions for failing students.	EdPerformance: 1200 seats = \$16,800
Scope of service:		Scope of service:	
<u> X </u> ALL		<u> X </u> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a		Re-evaluate the use of Edperformance for use of high school students who have met the highest proficiency range. Re-evaluate the ease of use for TK-2. Provide in-servicing support for	

result of reviewing past progress and/or changes to goals?	teachers to create and interpret student reports for growth targets and remediation.
------------------------------------------------------------	--------------------------------------------------------------------------------------

Original GOAL from prior year LCAP:	Workshops will be scheduled to familiarize parents with curriculum and to teach strategies that will support their students at home.	Related State and/or Local Priorities: 1__ 2__ 3_x 4_x 5_x 6_x 7__ 8_x COE only: 9__ 10__ Local : Specify _____
-------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------

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

Expected Annual Measurable Outcomes:	Scheduled orientations and workshops Attendance at orientations and workshops Survey results	Actual Annual Measurable Outcomes:	One school-wide workshop scheduled Individual classroom parent orientations held Parent nights for Reading Fair, Art Show and Science Exploratorium were held.
--------------------------------------	----------------------------------------------------------------------------------------------------	------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
- Collaborate with site teams to schedule orientations and workshops to support parent understanding and encourage participation. -Survey participants for feedback on ways to improve orientations and workshops.	Teacher time: 20 teachers 3 hours \$4,371 Snacks and Refreshments: \$1500	- Collaborated with site teams to schedule orientations and workshops to support parent understanding and encourage participation. Teachers developed events that promoted family involvement including a Reading Fair, Art Show, and Science Exploratorium Night.	Teacher time: 20 teachers 3 hours, 15 additional hours \$4,371+\$1,092
Scope of service:		Scope of service:	
<u> X </u> ALL		<u> X </u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

Scope of service:		Scope of service:	
<u> X </u> ALL		<u> X </u> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The strategies that were implemented this year were successful and will continue to be used.	

Original GOAL from prior year LCAP:	90% of graduating students in the BrainworX Academy will have completed a mastery level in their critical thinking portfolios as measured by the BrainworX critical thinking rubric.		Related State and/or Local Priorities: 1__ 2 <u>x</u> 3__ 4 <u>x</u> 5 <u>x</u> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Venture Academy		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	90% of graduating students in the BrainworX Academy will have completed a mastery level in their critical thinking portfolios as measured by the BrainworX critical thinking rubric.		Actual Annual Measurable Outcomes:	This goal was met.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
Budgeted			Estimated	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
-Collaborate as site teams to design format of student portfolios. -Introduce students to portfolios. -Monitor student progress on portfolio	Portfolio materials= \$1000	-Collaborated as site teams to design format of student portfolios. -Introduced students to portfolios.	\$1000
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The process of developing and maintaining portfolios at two focus sites were refined. Both sites will begin the process with the incoming freshmen class.		

Original GOAL from prior year LCAP:	Percentage of students applying for and being accepted into a university will increase by 5%. Percentage of students passing AP tests will increase by 5%.		Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5_x 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: VAFS-DV Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	Percentage of students applying for and being accepted into a university will increase by 5%. Percentage of students passing AP tests will increase by 5%.	Actual Annual Measurable Outcomes:	All students in the senior AVID class applied for and were accepted into college. 60% of the graduating seniors of DV were accepted into four year schools. AP scores will be available July 2015.
LCAP Year: 2014-15			

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<div>-Schedule college night for parents and students</div> <div>-Counselors and teachers collaborated to monitor student progress through completion of A-G coursework.</div>		<div>AVID: 3 teachers X 119 days=- \$26,003 Site Coordinator: 30 hours=\$2,185</div> <div>District Director: 30 hours =\$2,144</div>	
Scope of service:		Scope of service:	
<div><input checked="" type="checkbox"/> ALL</div>		<div><input checked="" type="checkbox"/> ALL</div>	
OR: <div><div><input type="checkbox"/> Low Income pupils</div><div><input type="checkbox"/> English Learners</div><div><input type="checkbox"/> Foster Youth</div><div><input type="checkbox"/> Redesignated fluent English proficient</div><div><input type="checkbox"/> Other Subgroups:(Specify)</div></div>		OR: <div><div><input type="checkbox"/> Low Income pupils</div><div><input type="checkbox"/> English Learners</div><div><input type="checkbox"/> Foster Youth</div><div><input type="checkbox"/> Redesignated fluent English proficient</div><div><input type="checkbox"/> Other Subgroups:(Specify)</div></div>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Data from AP testing will help inform changes for next year.		

Original GOAL from prior year LCAP:	Students will score a minimum of 1 year's growth within a year on a standardized test (Edperformance, Woodcock Johnson or iStation) or attain or exceed grade level standards, except for students on IEP's, who will meet their individual goals. 80% of students will reach the 50% percentile in reading fluency (based on the Hasbruck-tindal table of oral reading fluency norms) by the end of the school year, except for students on IEP's who will meet their individual goals.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <input checked="" type="checkbox"/> 5__ <input checked="" type="checkbox"/> 6__ 7__ 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: _____	
Expected	Students will score a minimum of 1 year's growth within a year on a standardized test (Edperformance, Woodcock	Actual This goal was met for the majority of students.

Annual Measurable Outcomes:	Johnson or iStation) or attain or exceed grade level standards, except for students on IEP's, who will meet their individual goals. (TK-2) 80% of students will reach the 50% percentile in reading fluency (based on the Hasbruck-tindal table of oral reading fluency norms) by the end of the school year, except for students on IEP's who will meet their individual goals. (TK-2)	Annual Measurable Outcomes:	Data is still being analyzed.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
-Complete first round of testing within the first month of school. -Complete round of testing mid-year. -Complete final round of testing during the last month of school. -Conduct regular assessment of fluency rates. -Identify and implement effective strategies to support students not meeting goals. -Collaborate with grade level partners to share concerns, strategies and results.	Woodcock Johnson 95 tests = \$1,164.76 Woodcock Johnson Testing kit=\$700 iStation = \$8,000.00 Teacher time 1 hour per week X 36 weeks = - \$12,747	-Completed first round of testing within the first month of school. -Completed round of testing mid-year for grades 3-6. -Completed final round of testing during the last month of school. -Conducted regular assessment of fluency rates. -Identified and implemented effective strategies to support students not meeting goals. -Collaborated with grade level partners to share concerns, strategies and results.	iStation = \$8,000.00 Teacher time 1 hour per week X 36 weeks = - \$12,747 Woodcock Johnson 95 tests = \$1,164.76 Woodcock Johnson Testing kit=\$700
Scope of service:		Scope of service:	
__xALL		__x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The analysis of data is ongoing.

Original GOAL from prior year LCAP:	The percentage of high school students in Modified Daily Attendance Sites completing A-G course requirements will increase by at least 10%.		Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5_x 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify _____	
	Goal Applies to:	Schools: _____	Applicable Pupil Subgroups: _____	
Expected Annual Measurable Outcomes:	The percentage of high school students in Modified Daily Attendance Sites completing A-G course requirements will increase by at least 10%.		Actual Annual Measurable Outcomes:	The percentage of high school students in Modified Daily Attendance Sites completing A-G course requirements will increase by at least 10%.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
-Schedule college night for parents and students -Counselors and teachers collaborate to monitor student progress through completion of A-G coursework. -Refine course catalog identifying those courses that have been A-G certified. -Provide opportunities for students in all Modified Daily Attendance academies to enroll in A-G courses.	3 teachers X 119 days=- \$26,003 Site Coordinator: 30 hours=\$2,185 District Director: 30 hours =\$2,144	Scheduled and held college night for parents and students -Counselors and teachers collaborated to monitor student progress through completion of A-G coursework. -Refined course catalog identifying those courses that have been A-G certified. -Provided opportunities for students in all Modified Daily Attendance academies to enroll in A-G courses. -Expanded course offerings.		3 teachers X 119 days=- \$26,003 Site Coordinator: 30 hours=\$2,185 Counselor salaries District Director: 30 hours =\$2,144 Odysseyware= \$24,000
Scope of service:		Scope of service:		
_xALL		_x_ALL		

VISA teachers will collaborate to ensure that all students are enrolled in at least visual or performing arts class.		Kiln=\$5000 Materials=\$1000	VISA teachers collaborated to ensure that all students were enrolled in at least visual or performing arts class. Middle school choir expanded Ukulele class was established.	Musical Instruments: \$1935 Choir director stipend: \$2500.	
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The school was unable to set up a kiln for this school year. This focus academy will continue to implement the strategies listed above.			

Original GOAL from prior year LCAP:	85% of high school students will meet CIF and VA eligibility requirements throughout the school year.		Related State and/or Local Priorities: 1__ 2__ 3_x 4_x 5_x 6_x 7__ 8_x COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:	85% of students will maintain academic eligibility.	Actual Annual Measurable Outcomes:	Most student athletes maintained academic eligibility.	
LCAP Year: 2014-15				

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<div>-Explain academic eligibility requirements in parent orientation. -Monitor students' academic eligibility through bi-weekly grade checks</div>		<div>-Explained academic eligibility requirements in parent orientation. -Monitored some students' academic eligibility through bi-weekly grade checks</div>	
Scope of service:		Scope of service:	
<div><div><input checked="" type="checkbox"/> ALL</div></div>		<div><div><input checked="" type="checkbox"/> ALL</div></div>	
<div>OR: <div><div><input type="checkbox"/> Low Income pupils</div><div><input type="checkbox"/> English Learners</div></div><div><div><input type="checkbox"/> Foster Youth</div><div><input type="checkbox"/> Redesignated fluent English proficient</div></div><div><div><input type="checkbox"/> Other Subgroups:(Specify)</div><div></div></div></div>		<div>OR: <div><div><input type="checkbox"/> Low Income pupils</div><div><input type="checkbox"/> English Learners</div></div><div><div><input type="checkbox"/> Foster Youth</div><div><input type="checkbox"/> Redesignated fluent English proficient</div></div><div><div><input type="checkbox"/> Other Subgroups:(Specify)</div><div></div></div></div>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal remains a goal for the Health and Sports Science Academy. The academic eligibility requirements will be clarified earlier in the year and will be consistent for all sports.		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ 761,831
The Supplemental and Concentration amount is estimated to be \$761,831. Our charter is of 55% unduplicated which makes it a Charter-wide charter. We plan to use the funds to support the following: Salary for Language Development Leader, Portions of the testing coordinator salary for CELDT testing and material distribution. Portion of teacher and administrator salary for specific programs, such AVID, dual enrollment coordination, CAHSEE prep and EL parent workshops. Cost of iStation for language development and testing. Portion of cost for technology and technology maintenance and support. Cost of translation services provided by Venture Academy Family of Schools.	

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

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

5.78	%	The charter's MPP is estimated to be 5.78%. We plan to improve or increase services by doing the following:
------	---	-------------------------------------------------------------------------------------------------------------

Continuing to improve services for target populations. Language Development Leader will conduct professional development for teachers in EL strategies and provide support for EL students and their parents. iStation specifically targets language assessment and development for EL students. Programs such as AVID, CAHSEE prep and other college and career readiness help to improve graduations rates and college and career readiness for targeted pupils.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

01-13-15 [California Department of Education]