

**Introduction:** *The Village Charter School is located in Northeastern Sonoma County and serves about 90 students in Transitional Kindergarten through eighth grade. The Village Charter School (VCS) has been educating children in Santa Rosa since 1999, demonstrating academic excellence, operational integrity, and effective community involvement. The Village Charter School is an independent charter of the Windsor Unified School District. VCS was granted a charter with Windsor Unified School District effective July 1, 2007 and received its second 5-year renewal in June, 2015.*

*VCS provides an educational choice and opportunity for families and children from kindergarten through eighth grade. The multicultural curriculum offers a unique and inspiring approach to learning while meeting California State Content Standards and Frameworks. Through this approach, the growing student develops his or her intellectual faculties, artistic and practical utility, and appreciation and compassion for self, humanity, and nature. High-quality developmental teaching methods and structures are strengthened by the active involvement of a diverse community of teachers and families. The participatory/project-based curriculum brings as much of the world as possible into the classroom, thereby promoting respect, responsibility, and confidence needed to develop an inner understanding and outer behavior consistent with citizenship in a diverse natural and multicultural world. From this, children's sense of affinity for and commitment to their community and world will help them become responsible citizens and enlightened stewards of humanity.*

*The VCS educational program enlightens the whole child physically, emotionally, socially, and academically, and helps students develop as individuals who are lifelong learners, able to impart meaning to their lives, and pursue actions that benefit their community and society. We embrace the concept of individualization and differentiation, a highly reflective and personalized form of education, which enables our students to acquire the skills necessary to become educated citizens in the 21<sup>st</sup> century.*

*In November 2014, it was determined that VCS would need to relocate the school site by July 1, 2015. The site search was a huge focus for our school community. A new site was found, and VCS relocated to 2590 Piner Rd. in Santa Rosa. Because of room availability at the new site, VCS reduced its number of classrooms to 4 yet maintained a high retention rate for returning students. This impacted our budget and our student teacher ratio (up to an average of 22:1). We share a traditional school site with North West Prep Charter (a 7<sup>th</sup> -12<sup>th</sup> grade charter school of Piner Olivet School District), a variety of SCOE classrooms, and a YMCA preschool. Because we faced many unknowns with this new site, the goals as outlined in the original LCAP stand in the 2015 annual update and will now be re-evaluated in the 2016 LCAP annual report.*

**LEA: The Village Charter School    Contact: Rebecca Ivanoff, Director, [rlivanoff@yahoo.com](mailto:rlivanoff@yahoo.com), (707) 524-2848 LCAP Year: 2016**

### ***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)*** VCS demonstrates a high

commitment to providing excellent basic services, the foundation of academic success for all of our students. 100% of our teachers are appropriately credentialed and teaching in an area of expertise. VCS has met sufficiency of materials requirements each year for the past five years. Pupil access to standards-aligned materials (Common Core State Standards) is currently updated in math in all grades. The school is currently investigating and/or uses on-line and text based materials to ensure all students have access to the most current materials that are aligned to CCSS. VCS purchased 15 PC's in March 2014 and set up a computer lab to serve the educational and technological needs of our students. VCS leases 7 classrooms from the Piner Olivet School District (relocated 7/1/2015). Facilities are in good to excellent repair as documented in the school's annual School Accountability Report Card (SARC). Outdoor space is sufficient to support our mission and vision for a land based education. ***This is an area of emphasis for our 2014-2017 LCAP.***

***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)*** The Village Charter School delivers a quality education utilizing developmental teaching and an integrated, thematic instructional approach. The program is enriched and vitalized by a multicultural curriculum, multiage classes, nature-based and experiential learning opportunities, festivals, community service, and parent participation. The VCS approach is community-oriented and values healthy emotional, social, and physical development. Students develop conflict resolution and life skills, and in the safe, nurturing and encouraging learning environment, a lifelong learning culture is created where children practice effective and collaborative lifelong learning skills that ready them for college and career. In-depth training for all teachers on how best to align our integrated, thematic approach with CCSS will began in the spring of 2014. All teachers have been provided increased time for collaboration with colleagues to investigate, develop, and implement CCSS across the curriculum. ***This is an area of emphasis for our 2014-2017 LCAP.***

***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)*** Full inclusion is at the core of VCS's philosophy. English Learners are a small percentage of our student population and for those that are here, we provide translated material and bilingual educators to best support their education. Approximately 40% of our families are low income. The VCS budget covers all enrichment programs and supplies, and additional support through our community enables access to all courses and activities. The VCS Board of Directors is committed to equity. In the fall of 2013-14, VCS responded to the requested by stakeholders it increase course offerings in lab science, foreign language, physical education, health, music, apprenticeship learning and service learning/project-based programs. Other programs are integrated into the curriculum on a daily basis. 2016 survey results show that parents and teachers would like to remain committed to the integration of these programs. ***This is an area of emphasis for our 2014-2017 LCAP.***

***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)*** An academic achievement gap between ELL and Low Income students at VCS has not been identified. Over the last 3 years there have been slight improvements in math and

ELA scores. In 2010-11 60% of VCS students scored advanced or proficient in ELA and 40% in math. By 2013, 66% scored advanced or proficient in ELA and 50% in math. Parents that have their children attend VCS are looking for alternatives to the traditional public school teaching styles and they have stated that test scores are not to be the focus of teaching strategies and that the priority focus of student success should be on other measurable student outcomes. However, data collected from the last 3 years of STAR tests indicate that there is a need to continue systematic interventions and to make any necessary adjustments to support all students in mastering the CCSS. Results of school surveys show that parents and teachers would like better communication about student assignments and performance expectations, especially in the upper grades. They would like to see more student work samples. School surveys also showed that parents would like there to be more continuity of curriculum and assessments among the teachers. ***This is as an area of emphasis in our 2014 -17 LCAP.***

***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)*** VCS is committed to serving those students who are performing above grade level and needing additional challenge as well as those students that need intervention and special services. Our class size and staffing model (20:1 and an instructional assistant in the classroom at least 4.5 hours per day) allow for individualized attention to provide extension activities to challenge these students. These students have the opportunity to extend their learning beyond the basic curriculum and inquire deeply into any area of the curriculum with the support of their teacher. There is a clear understanding that intervention and special assistance must focus on the full spectrum of the students we are serving within VCS, including high achieving students. VCS community and Board of Directors found that opportunities for and a strong curricular focus on community stewardship, project-based and land based learning, P.E and health education and the arts must continue at VCS . ***See course access area for details regarding this priority.***

### ***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)*** VCS offers a variety of opportunities for parents to become involved in their child's educational career. These include information based activities such as Open House and Back to School Night, monthly class meetings, governance opportunities such as serving on the Board of Directors, The VCS Foundation and PA and other volunteer opportunities that support the school, students and the classroom teacher. Parents understand that their involvement is not only integral to their child's educational success, but also the sustained success of VCS as an independent charter. School Surveys showed that is an area of strength. Survey results showed that parent education in the new CCSS and access to up-to-date information on learning activities, student progress, and a clear understanding of instructional goals to support their child's education was wanted. ***This is an area of emphasis for our 2014-2017 LCAP***

***Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*** Pupil engagement is identified as an area of strength. Historically, our attendance rates averaged about 98%, k-8. We attribute the success of VCS in this area to our system of individualized, developmentally appropriate teaching strategies, small, personalized classrooms, enrichment and the arts, and a strong sense of community. Our 2014-15 audit found an error in our Independent Study contract which significantly impacted our ADA from 2014 through January 15, 2016. The correction made to meet Ed. Code will have a minor impact on our future ADA numbers. Our class size and staffing model (20:1 and an instructional assistant in the classroom at least 4.5 hours per day) allow for individualized attention and the ability to meet each student's academic, social and emotional needs. While our attendance rate is a strength, we do continue to struggle with a higher tardy rate than we would like to see. We will continue to support and refine the systems that have been established for all students and families to encourage high attendance and low absenteeism and tardy rates.

***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)*** VCS has identified this as an area or strength. Teacher turnover rates are very low. Our 12-13 suspension rate was 1%. 100% of teachers agree or strongly agree that VCS provides a safe and supportive working environment as documented as collected on school survey. Parents express high satisfaction with our school climate through data collected on school surveys. Students reported high satisfaction in the lower grades, but the older students (grades 6<sup>th</sup> -8<sup>th</sup>) felt some of the school-wide activities and social opportunities need to be more age appropriate. In order to address

this need, VCS is restructuring the 6<sup>th</sup>-8<sup>th</sup> grade program to better meet the unique academic, social and emotional needs of this age group. ***This is as an area of emphasis in our 2014 -17 LCAP.***

## **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
<p><b>2016 Annual Update:</b> Stakeholders are encouraged to attend all meetings via campus flyers, web-site postings and bulletin (email and hardcopy) postings.</p> <p>Stakeholders for VCS: Parents, Students, Teachers, Administrator, Board Members</p> <p>September 9, 2015—First PA meeting of the school year. Stakeholders were encouraged to attend this meeting via campus flyers, web-site postings and bulletin (email and hardcopy) postings.</p> <p>March 9, 2016—PA meeting. First meeting to be held after school at 1:30 with goal of increased attendance and participation. Stakeholders were encouraged to attend this meeting via campus flyers, web-site postings and bulletin (email and hardcopy) postings.</p> <p>March 2016 to April 5, 2016—LCAP Survey sent out via Survey Monkey</p> <p>April 5, 2016—School wide meeting, Stakeholders were encouraged to attend this meeting via campus flyers, web-site postings and bulletin (email and hardcopy) postings.</p> <p>May 12, 2016—VCS Board Meeting—preview of DRAFT LCAP Annual Report and how the Local Control Funding Formula (LCFF) impacts VCS</p>	<p><b>2016 Annual Update:</b> The participatory nature of the VCS LCAP reflects the ongoing involvement of our full community. Our LCAP process allowed for on-going input and a participatory process that aligned needs, priorities and goals.</p> <p>Informational session about PA and how it can support the school and also serves as a monthly opportunity (2<sup>nd</sup> Wednesday of each month) to communicate concerns, needs, ideas, etc. regarding state priorities and the LCAP process. Approximately 11% of our parent body was represented at this meeting.</p> <p>Approximately 27% of our parent body was represented. Focus of meeting was school support, priorities for the 16-17 school year, LCAP survey and April all school meeting. April and May meetings showed same participation/attendance rate.</p> <p>47% of VCS families responded to the survey</p> <p>60% of parent body present. Reviewed goals and discussed necessary adjustments/changes. Topics that were most pressing: Testing and academic performance at grade level were a focus, maintaining class size and teacher: student ratio (key to academic performance and school safety/culture), MTSS and early intervention, consideration of growth at new site.</p> <p>Informational session with public comment encouraged. 1 community member attended.</p>

Involvement Process	Impact on LCAP
<p>programs and budget.</p> <p>June 14, 2016— Public Hearing for LCAP Annual Report and VCS 2016-17 Budget</p> <p>June 23, 2016— VCS Board of Directors Adopts LCAP Annual Report</p>	<p>Adopted</p>

**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 school sites 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 school sites 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 school sites 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 school sites 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	<p><b>Goal 1:</b> All students will be proficient in grade level standards and have access to most current instructional materials aligned to CCSS. Increase the percentage of students reaching proficiency by year's end as measured by formative and summative assessments and state testing.</p>	<p>Related State and/or Local Priorities:  1__x 2__x 3__ 4__x 5__ 6__ 7__x  8__  COE only: 9__ 10__  Local : Specify _____</p>
<b>Identified Need :</b>	<p><b>Students need to be proficient in grade level standards.</b></p> <p><b>Metric</b>  Percentage performing at grade level--2015-16 Local Assessment Baseline:  <b>ELA --(GRADES 2-5)</b>  86% Tier 1 (at or above Grade Level)  7% Tier 2 (Early Intervention)  7% Tier 3 (IEP)  <b>Math --(GRADES 2-5)</b>  82% Tier1  14% Tier 2  4% Tier 3 (IEP)  <b>ELA --(GRADES 6-8)</b></p>	

62% Tier 1 (at or above Grade Level)

22% Tier 2 (Early Intervention)

16% Tier 3 (IEP)

**Math –(GRADES 6-8)**

50% Tier1

24% Tier 2

26% Tier 3 (IEP)

2015 SBAC (trial test year) Baseline (54 students tested/24% with IEP's):

**ELA-**

12% Level 4

35% Level 3

25% Level 2

27 % Level 1

**Math-**

12% Level 4

22% Level 3

32% Level 2

34% Level

Teacher misassignment rate baseline: all teachers correctly assigned

Williams Act certification baseline: CCSS materials adopted in math and ELA, Social Studies and Science

Course access baseline: as defined in the Charter, all subjects (English, math, social studies, science, foreign language, visual and performing arts, health, and PE) are offered in multi-age, developmentally based, self-contained classrooms.

Student to teacher ratio Baseline: 20:1 with one classroom assistant for 6.0 hours/day/classroom

Goal Applies to:

Schools: LEA

Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:

- 1A. Increase percentage of returning students who are performing at grade level on local assessments and CST in Language Arts and Math by 3%.
- 1B. Maintain teacher misassignments at 0%.
- 1C. Williams Act Certification—Continue to adopt/replace CCSS material in all subjects for grades 1-8.
- 1D. Full course access for all students as defined in the Charter, (English, math, social studies, science, foreign language, visual and performing arts, health, and PE) offered in multi-age, developmentally based, self-contained classrooms.

1E. Student to teacher ratio 20:1 with one classroom assistant for 6.0 hours/day/classroom.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1A/1E. Maintain number of teachers, teacher FTE, and increase classroom assistant hours.</p> <ul style="list-style-type: none"> <li>- Certificated salaries and benefits for highly qualified teachers</li> <li>- Classified (TA) salaries and benefits for increased classroom assistant hours.</li> </ul>	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$286,070.78 LCFF Base Objects: 1000-3999</p> <p>\$61,955.63 total LCFF Sup/Con and Base Objects: 2000-3999</p>
<p>1C. Maintain CCSS aligned curriculum and instructional material and replace as needed.</p> <p>1A. Maintain classroom budgets for supplies and materials.</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,270 Lottery Rest. Object 4100</p> <p>\$3000 LCFF Base Object 4310</p>
<p>1A/1D. Professional development and additional collaboration time for teachers.</p>		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$4525 Educator Effectiveness Object 5200</p>

**GOAL:**

**Goal 2:** Students will be engaged in their learning in order to be successful.

Related State and/or Local Priorities:

1  2  3  4  5  6  7

8

COE only: 9\_\_ 10\_\_

Local : Specify \_\_\_\_\_

**Students need to be engaged in their learning in order to be successful.**

**Metric**

Attendance baseline: ADA 82.02 (96% of 86 students enrolled)

Tardy rates baseline: tardy rate=4%.

**Identified Need :**

High school graduation and dropout rates—N/A

Physical Fitness test

Baseline: 100% of 5<sup>th</sup> graders and 80% of 7th graders in HFZ; 100% in HFZ for aerobic capacity, body composition, upper body strength and flexibility.

Students in grades 6-8 need to feel engaged in learning and a sense of connection to their school community in an age appropriate manner.

Metric: Student/Parent Satisfaction Survey

**Goal Applies to:**

Schools: LEA

Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-2017**

**Expected Annual Measurable Outcomes:**

2A. Maintain or Increase Attendance to: ADA 89 (96% of 92 students enrolled)

2B. School will decrease the previous year's tardy rate by 1%

2C. School will maintain pass rate of returning students for Physical Fitness Test

2D. Students in grades 6-8 need will feel engaged in learning and a sense of connection to their school community in an age appropriate manner as reflected by survey results and academic performance.

**Actions/Services**

**Scope of Service**

**Pupils to be served within identified scope of service**

**Budgeted Expenditures**

2D. Provide one full-time classroom teacher and one intern teacher in grades 6-8 to provide subject specific instruction in math, LA, science, and social studies.

2D. On and off site Service Learning component will be added.

All

x  ALL

OR:

Low Income pupils   English Learners

Foster Youth   Redesignated fluent English proficient

x  Other Subgroups:(Specify)  6th-8<sup>th</sup> graders

\$71,177.75 for salaries and benefits in 6<sup>th</sup>-8<sup>th</sup> grade. These numbers are included in the total certificated

			and classified salary and benefits listed in 1A above.
2D.Emphasis on Project-based learning and Inquiry Methods focused on integrated units of study aligned with CCSS.	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)_____	N/A
2C. School will maintain pass rate of returning students for Physical Fitness Test.	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)_____	N/A
2A/2B. Increase parent communication and education regarding attendance and incorporate in-class incentives for being on time.	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)_____	N/A

<b>GOAL:</b>	<b>Goal 3:</b> Provide a safe, secure environment for students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
<b>Identified Need :</b>	<b>Students need to feel safe and secure in order to be successful.</b>  <b>Metric</b> Suspensions baseline: less than 1%. Expulsions: 0 Parent/Student survey baseline: 99% feel safe and secure; 93% rate educational experience as above average to excellent. FIT baseline: All areas are maintained to a good to exemplary FIT rating.	

Technology survey baseline: wireless capability school wide, updated equipment in 13 station computer lab.

Goal Applies to:

Schools: LEA

Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:

3A. Maintain exemplary rating for all facilities.

3B. Maintain suspension rate at or below 1% and expulsion rate at 0.

3C. Maintain or increase percentage of parents who agree or strongly agree that their child feels safe at school (98% or greater).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A. Make necessary repairs to external yard area to maintain exemplary FIT rating.	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)_____	N/A—VCS Foundation and POSD maintenance staff
3B/3C. Continue to practice and educate students on restorative justice practices and conflict resolution.	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)_____	N/A

<b>GOAL:</b>	<b>Goal 4:</b> Parents will be provided with appropriate opportunities to be involved in their student's education	Related State and/or Local Priorities: 1__ 2__ 3_x 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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<b>Identified Need :</b>	<b>Parents need to be involved in their students' education in order for students to be successful.</b>  <b>Metric</b>  Percentage of parents that volunteer baseline: 80%  Percentage of parent involvement in PA (12%), Foundation (8%) and Board of Directors (full)  Baseline: 3 assessments per year and 2 parent teacher conferences
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<b>Goal Applies to:</b>	<b>Schools:</b> LEA <b>Applicable Pupil Subgroups:</b> All
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**LCAP Year 1: 2016-2017**

<b>Expected Annual Measurable Outcomes:</b>	4A. Increase percentage of parent involvement/volunteerism by 5%.  4B. Maintain or increase percentage of involvement/membership in PA by 5%, foundation by 2% and maintain full membership on Board of Directors  4C. Maintain 3 progress reports periods. Increase opportunities for parents and teachers to communicate about student progress.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4A/4C. Quarterly classroom meetings that include samples of student work, benchmark assessment data and/or narratives on other student outcomes.	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) _____	N/A
4C. Improve progress reports to include samples of student work, benchmark assessment data and narrative on other student outcomes.	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) _____	N/A

<p>4A/4B. Quarterly newsletter (Village Voices), weekly and as needed school bulletins (all available electronically and in hard copy on information board), improved website.</p> <p>4A/4B Monthly class meetings and PA sponsored parent education opportunities.</p>	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) _____	N/A

### Annual Update

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

**Guiding Questions:**

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

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

<p>Original GOAL from prior year LCAP:</p>	<p><b>Goal 1:</b> All students will be proficient in grade level standards and have access to most current instructional materials aligned to CCSS. Increase the percentage of students reaching proficiency by year's end as measured by formative and summative assessments and state testing.</p>		<p>Related State and/or Local Priorities:            1 <u>x</u> 2 <u>x</u> 3 <u>  </u> 4 <u>x</u> 5 <u>  </u> 6 <u>  </u> 7 <u>x</u>            8 <u>  </u>            COE only: 9 <u>  </u> 10 <u>  </u>            Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: LEA</p>	<p>Applicable Pupil Subgroups: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase percentage of returning students who are performing at grade level on local assessments and CST in Language Arts and Math by 3%.</p> <p>Local Assessment only as CST not available:            2014-15 Local Assessment Baseline (grades 2-8 combined):  <b>ELA –</b>            75% Tier 1(at or above Grade Level)            12% Tier 2 (Early Intervention)            14% Tier 3 (IEP)  <b>Math –</b>            73% Tier1            14% Tier 2            13% Tier 3</p>		<p>Actual Annual Measurable Outcomes:</p> <p>2015-16 Local Assessment Baseline:  <b>ELA –(GRADES 1-5)</b>            86% Tier 1(at or above Grade Level)            7% Tier 2 (Early Intervention)            7% Tier 3 (IEP)  <b>Math –(GRADES 1-5)</b>            82% Tier1            14% Tier 2            4% Tier 3 (IEP)  <b>ELA –(GRADES 6-8)</b>            62% Tier 1(at or above Grade Level)            22% Tier 2 (Early Intervention)            16% Tier 3 (IEP)  <b>Math –(GRADES 6-8)</b>            50% Tier1            24% Tier 2            26% Tier 3 (IEP)</p> <p>2015 SBAC (trial test year) Baseline (54 students tested/24% with IEP's):  <b>ELA-</b>            12% Level 4            35% Level 3            25% Level 2            27 % Level 1  <b>Math-</b>            12% Level 4</p>

	<p>Maintain teacher misassignments at 0%.</p> <p>Williams Act Certification</p> <p>Full course access for all students as defined in the Charter, (English, math, social studies, science, foreign language, visual and performing arts, health, and PE) offered in multi-age, developmentally based, self-contained classrooms.</p> <p>Maintain student to teacher ratio (20:1) with one classroom assistant/per classroom (6.0 hours/day).</p>		<p>22% Level 3 32% Level 2 34% Level 1</p> <p>100% of Teachers properly assigned.</p> <p>CCSS Aligned Math textbooks for all 2<sup>nd</sup>–8<sup>th</sup> grade students.</p> <p>Full course access offered to 100% of students.</p> <p>Increased to 22:1 student to teacher ratio as a result of a reduction from 5 to 4 classrooms during July 2015 site move. Maintained TA FTE of 6.0 hours/day/classroom.</p>
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**LCAP Year 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase number of teachers, teacher FTE, and classroom assistant hours.	\$273,239 total certificated salary for highly qualified teachers. \$68,816 total classified (TA) salary for increased classroom assistant hours.	Maintained 20:1 student to teacher ratio. Increased classroom assistant hours to 6.0 hours/4 classrooms. With the move in July 2015 we reduced from 5 to 4 classrooms, retaining 86 students grades K-8. We increased TA FTE and adjusted certificated salary and FTE accounting for actual.	\$237,984 total certificated teaching salaries for highly qualified teachers. \$101,596 total salaries for increased classroom assistant hours.

Scope of service:	All		Scope of service:	All	
<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)_____		
Research, purchase and implement CCSS aligned curriculum and instructional materials—Math, LA, technology.		\$13,714 for CCSS aligned curriculum and instructional materials for all grade levels	Purchased CC Aligned Math textbooks for grades 2 <sup>nd</sup> – 8 <sup>th</sup> . CC aligned Science textbooks for grades 6-8.		\$1,877.37for CCSS aligned curriculum and \$647.68 for technology
Scope of service:	All		Scope of service:	All	
<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)_____		
Professional development and additional collaboration time for teachers.		\$500.00 for substitute coverage for 1 additional teacher retreat day. \$1,000 for PD and related substitutes	Additional collaboration time for teachers built into school day. Professional development covered by Educator Effectiveness funds.		\$4,262.00 for professional development covered by EEF.
Scope of service:	All		Scope of service:	All	
<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?	No major changes in expenditures will be made. We will continue to support our classroom budget and PD. We will continue to provide early intervention and maintain classroom aide time to support our goal of proficiency in all subjects.
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Original GOAL from prior year LCAP:	<b>Goal 2:</b> Students will be engaged in their learning in order to be successful.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	School will maintain high attendance rate of 98%.  School will decrease the previous year's tardy rate by 3%  School will maintain pass rate of returning students for Physical Fitness Test  Increase retention rate in grades 6-8	Actual Annual Measurable Outcomes:	2016 P2 = ADA 82 (96% based on 85 students enrolled)  Tardy Rate = 4% (1% decrease from previous year)  School maintained pass rate of returning students for Physical Fitness Test  Retention rate in 6 <sup>th</sup> – 8 <sup>th</sup> grade class is 76%- <b>Per VCS Board, this goal has been removed for 2016-17 and replaced with a parent /student satisfaction survey</b>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Reconfigure teaching assignments in grades 6-8 to provide subject specific instruction in math, LA, science, and social studies.  On and off site Service Learning component will be added.	Provide 1 .60 FTE teachers for grades 6-8 for total of \$49,804	Reconfigure teaching assignments in grades 6-8 to provide subject specific instruction in math, LA, science, and social studies.  On and off site Service Learning component added and expanded to include onsite garden and vernal pool maintenance and study.	Provided 1.60 FTE teachers for grades 6-8 for a total of \$77,506 (difference due to increase FTE and increase in salary schedule)

Scope of service:	All		Scope of service:
			All
<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)_____
Emphasis on Project-based learning and Inquiry Methods focused on integrated units of study aligned with CCSS.	N/A		Project-based learning and Inquiry Methods focused on integrated units of study aligned with CCSS were actively practiced in all classrooms.
			N/A
Scope of service:	All		Scope of service:
			All
<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)_____
School will maintain pass rate of returning students for Physical Fitness Test.	N/A		School maintained current physical fitness program and incorporated weekly testing goals for grades 5 through 8.
			N/A
Scope of service:	All		Scope of service:
			All
<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)_____
Increase parent communication and education and incorporate in-class incentives for being on time.	N/A		Increase parent communication and education regarding attendance and work completion were delivered through emails
			N/A

				and class newsletters. No in-class incentives were incorporated..			
Scope of service:	All			Scope of service:	All		
<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?		Our new site offers more opportunities for project-based learning and an overall environment that supports the needs of older students. It is our hope that our 6 <sup>th</sup> -8 <sup>th</sup> grade retention rate will be positively impacted by this change (no expenditures expected). The correction to our Independent Study contract will result in and increased ADA.					
Original GOAL from prior year LCAP:	<b>Goal 3:</b> Provide a safe, secure environment for students				Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	LEA					
	Applicable Pupil Subgroups:	All					
Expected Annual Measurable Outcomes:	Maintain exemplary rating for all facilities.  Maintain suspension rate at 1% or below and expulsion rate at 0.  Maintain or increase percentage of parents who agree or strongly agree that their child feels safe at school (98% or greater).			Actual Annual Measurable Outcomes:	All interior facilities rate exemplary. Yard/Exterior area of new site rates excellent.  Expulsion Rate = 0 Suspension Rate = 1%  Survey Monkey issued March 2016 with 50% responding = 99% feel school is safe and conducive to learning; 93% rate education experience as above average to excellent.		
<b>LCAP Year: 2015-16</b>							
Planned Actions/Services				Actual Actions/Services			

		Budgeted Expenditures		Estimated Actual Annual Expenditures
Make necessary repairs to external yard area to maintain exemplary FIT rating.		N/A	Moved to new site in July of 2015. Minimal improvements made or needed. All work done by district or parent volunteers.	N/A
Scope of service:	All		Scope of service:	All
<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)_____	
Continue to practice and educated students on restorative justice practices and conflict resolution.		N/A	Implemented restorative practices as needed to resolve conflict. Improved and expanded buddy program between older and younger students to help build relationships and encourage mentoring across the grades. Increased yard supervision and staggered recess/lunch breaks into age appropriate groupings.	N/A
Scope of service:	All		Scope of service:	All
<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?		No expenditures or changes anticipated.		

Original GOAL from prior year LCAP:	<b>Goal 4:</b> Parents will be provided with appropriate opportunities to be involved in their student's education	Related State and/or Local Priorities: 1__ 2__ 3_x 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: All
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<b>Expected Annual Measurable Outcomes:</b>	<p>Increase percentage of parent volunteer by 5%.</p> <p>Increase percentage of involvement/membership in PA by 5%, foundation by 2% and maintain Board of Directors membership.</p> <p>Add two progress reports and increase opportunities for parents and teachers to communicate about student progress.</p>	<b>Actual Annual Measurable Outcomes:</b>	<p>Parent Volunteer = 82 %</p> <p>PA Membership = 27% Foundation = 8% Board Membership remained full</p> <p>No additional progress reports added. Parent/teacher conference weeks were adjusted/extended to accommodate working parents and encourage increased parent participation.</p>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Add 2 addition progress reports that include samples of student work, benchmark assessment data and narrative on other student outcomes.	N/A	No additional progress reports added. Parent/teacher conference weeks were adjusted/extended to accommodate working parents and encourage increased parent participation. Benchmark assessment data was provided at parent conferences.	N/A
<b>Scope of service:</b>	All	<b>Scope of service:</b>	All
<u>  </u> x ALL		<u>  </u> 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)_____	
Monthly newsletter (Village Voices), weekly and as needed	N/A		N/A

<p>school bulletins (all available electronically and in hard copy on information board), improved website.</p> <p>Monthly class meetings and PA sponsored parent education opportunities.</p>			<p>Changed to a weekly bulletin and monthly calendar update (all available electronically and in hard copy on information board), created a new website, Village Voices became a more all-encompassing quarterly newsletter.</p> <p>Class meetings held on an as needed basis (at least quarterly). PA met monthly and sponsored parent education opportunities. PA participation increased to 27%.</p>	
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	All		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	All
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Offer parent training events, sponsored by PA and teachers, to support parent education as well as support the needs of the school. No expenditures expected.</p>		

**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:	\$ <u>32,230</u>
We are receiving \$32,230 in supplemental funds. We have 22 students that are Low Income and/or English Learners which represents 23.91% of our student population. Supplemental funds are being used to provide classroom aides to provide more individualized services to these students and all students enrolled.	

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.

5.01	%
Our proportionality percentage is 5.01%. When we compare the cost of providing the additional classroom aide time with the total cost of aides in the base program, we are proving an additional 14.5% in increased services to these unduplicated students.	

**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).