§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Long Valley Charter School   **Contact (Name, Title, Email, Phone Number): Cindy Henry, Director, chenry@longvalleycs.org, (530) 827-2395**   **LCAP Year: 2014**

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement*: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
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 representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Parents, students and staff are equally represented on the school's Advisory Council, which has also served as the LCAP committee. This body has received information and provided input on the development of the LCAP in January, March and May. The Advisory Council developed and approved a survey for stakeholders to ascertain feedback on the eight priority areas. The survey described each of the priority areas, asked about the degree of importance for each area and provided a space for further comments. A link to this survey was added to the school website in March, and all stakeholders were invited to participate in completing the survey either online or with paper copies that were available. Results of the survey were presented to the council with a draft of LCAP goals being proposed to the Advisory Council. The Advisory Council considered and approved the proposal at their May 6th meeting. Input from staff members has been ongoing at weekly staff meetings. The governing board received information on the LCAP during both informational and Director reports each meeting beginning in January. Projected Timeline: All stakeholders will have an opportunity to read and provide feedback on the draft LCAP, beginning May 19th through May 30th. Final LCAP will be presented for approval at regularly scheduled board meeting on June 10th. LCAP will be available on school website.	Results of the LCAP survey and stakeholder input were analyzed to identify needs. Taking into consideration the eight state priorities, the LVCS vision, mission, charter goals, and stakeholder input, the administrative team used this data to inform decision-making regarding the development of goals and action steps for the LCAP. CONDITIONS OF LEARNING (Basic Services, Implementation of CCSS & Access to Courses) 1.) Ensure all teachers are prepared to assist all students to become college and career ready 2.) Recruit, hire, and retain quality staff 3.) Focus PD on implementation of CCSS and Competency – Based Learning PUPIL OUTCOMES (Pupil Achievement, Other Pupil Outcomes) 4.) Improve proficiency annually on CAASPP 5.) Utilize formative and summative assessment data to make informed instructional decisions, identifying individual learning plans for all students 6.) Improve student learning of standards through high quality instruction with technology integration for acquisition of 21st Century Learning skills 7.) Provide a digital device for every student to use daily ENGAGEMENT (Parent Involvement, Pupil Engagement, School Climate) 8.) Engage students in relevant, personalized learning experiences that integrate critical thinking, communication, collaboration, and creativity to promote a passion for learning 9.) Improve and/or increase services to support the social, emotional, and physical well-being of students and their families

<u>**Section 2: Goals and Progress Indicators**</u>

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Increase student success in ELA, math, science, and literacy

Metric:
API/AYP, CAHSEE Data, Local benchmark assessments, Survey Results | 1) Improve student learning of standards through high quality instruction with technology integration for acquisition of 21st Century Learning skills
2) Improve proficiency annually on CAASPP
3) Utilize formative and summative assessment data to make informed instructional decisions, identifying | All | All | N/A
Year 1 of LCAP | 1 a.) Community input will lead to the identification of essential skills and standards.
1 b.) Web based assessments and expanded technology hardware will improve technology integration.
2 a.) Students will gain familiarity with SBAC assessments and formats through practice opportunities. | 1a.) Students will have a clear set of targets for 21st century skills.
1b.) Students will gain technological skills knowledge.
2a.) Students will continue to gain familiarity with SBAC through practice opportunities.
2b.) Keyboarding skills will continue to improve.
3.) Student | 1.) Revise and update.
2.) Revise and update
3.) Students will begin to participate in instructional decisions.
4.) Finalize initial purchase of devices to implement digital 1:1 initiative | Implementation of CCSS; Pupil Achievement; Pupil Engagement; Course Access; Basic Services |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	individual learning plans for all students 4) Provide a digital device for every student to use daily				2 b.) Students keyboarding proficiency will improve. 3.) Students will benefit from work assignments customized to their current levels of understanding. 4.) Begin purchasing devices to implement digital 1:1 initiative	understanding of the link between their assessments and assignments will be improving. 4.) Continue with purchasing devices to implement digital 1:1 initiative		
Prepare students to be college and career ready Metric: 2012-2013 Student survey results, CAHSEE passing rates	1) Engage students in relevant, personalized learning experiences that integrate critical thinking, communication, collaboration, and creativity to promote a	All	All	N/A Year 1 of LCAP	1 a.) Students will better understand their learning styles and intellectual strengths. 1 b.) Students will understand how to take ownership of their learning	1) Students will demonstrate involvement in learning experiences.	1.) Students will be able to articulate the results of their involvement in learning experiences.	Course Access; Other Pupil Outcomes; Implementation of CCSS; Pupil Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	passion for learning				experiences.			
Engage parents and families to support student success in school Metric: Survey Results	1) Improve and/or increase parent participation in their child(ren)'s learning process, including school committees 2) Provide frequent communication about student learning outcomes	All	All	N/A Year 1 of LCAP	1) Satisfaction with involvement in the school will be increased for students and their families. 2.) Students and families will gain familiarity and have 24/7 access to learning outcomes tracker.	1.) Families will increase their satisfaction with their role in school. 2.) Students and families will gain better understanding of the learning outcomes tracker.	1.&2.) Review and revise with parent group.	Parent Involvement
Create safe and welcoming learning environments where students attend and are connected to their school Metric: Survey Results	1) Improve and/or increase services to support the social, emotional, and physical well-being of students and their families	All	All	N/A Year 1 of LCAP	1 a) Independent study students will experience opportunities for weekly gathering with like aged/skilled peers. 1 b) Connection to outreach services in the community will	1.) Students and their families will feel supported.	1.) Review with community.	Pupil Engagement; School Climate; Basic Services

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					be evident.			
Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring, and exemplary

Results:
Survey Results, SBAC Requirements, Teacher evaluation and observation | 1) Ensure all teachers are prepared to assist all students to become college and career ready 2) Recruit, hire, and retain quality staff 3) Focus PD on implementation of CCSS and Competency – Based Learning | All | All | N/A Year 1 of LCAP | 1a) Students will have access to teacher experts in CTE areas. 1b.) Students will have the opportunity to complete a career explorations course appropriate to their level. 2.) Students will benefit from working with excellent and consistent teaching staff. 3.) Teachers will clearly and transparently articulate standards and learning targets to students and families. | 1a.) Students will benefit from more knowledgeable teacher experts. 1b.) Students will benefit from expanded CTE course choices. 2.) Review and revise. 3.) Students and families will benefit from deeper understand of standards and competency. | 1., 2. &3.) Review and revise. | Basic Services; Implementation of CCSS; Student Achievement; Course Access |

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 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?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, 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?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase student success in ELA, math, science, and literacy	Implementation of CCSS; Pupil Achievement; Pupil Engagement; Course Access; Basic Services	• Provide a digital device for every student to use daily • Establish and fund a technology reserve to provide sufficient funding for replenishment of teacher devices, student devices, and infrastructure equipment as they become obsolete • Establish a committee to identify essential skills & standards. • Purchase web based assessments. • Establish a schedule of SBAC related tasks and online practice opportunities. • Identify and set	Schoolwide		Purchase of Common Core Curriculum – $35,000 Targeting instruction as designated by diagnostic assessments – $20,000 Purchase 75 digital devices (1:1 initiative) - $26,000 Providing RtI services - $ 5,000	Curriculum purchases - $15,000 Diagnostic assessments - $20,000 Purchase additional 75 devices (1:1 initiative) - $26000	Curriculum purchases - $15,000 Diagnostic assessments- $20,000 Purchase additional 100 devices (1:1 initiative) - $35000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		goals for keyboarding and other technology skills. • Identify and purchase CCSS aligned materials in both text and online formats. • Purchase and train all stakeholders in a competency target tracking software program.					
Prepare students to be college and career ready	Course Access; Other Pupil Outcomes; Implementation of CCSS; Pupil Engagement	• Identify and purchase learning styles instruments. • Develop sample/suggested projects to support competency based learning targets. • Create instructional videos for students and families to understand taking ownership of their learning. • Increase the a-g offerings and			Purchase learning style instrument - $3500 annually Stipends for A-G course development $3500	Learning style instrument - $3500	Learning style instrument - $3500

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		include CTE specific courses.					
Engage parents and families to support student success in school	Parent Involvement	• Plan value-added opportunities for families to visit school. • Develop survey, perhaps delivered by phone to ascertain areas of interest and needs to families. • Create a parent academy providing workshops in response to identified areas of interest and needs. • Provide access and training to families on target tracking program.					
Create safe and welcoming learning environments where students attend and are connected to	Pupil Engagement; School Climate; Basic Services	• Realign grade level assignments for Independent Study program. • Evaluate and plan for more welcoming physical environments. • Teachers host			Purchase furniture (desks, dividers, chairs, bookcases) for Susanville Resource Center - $5,000		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
their school		• weekly opportunities for students to pursue interests. • Identify and make available through brochures the services available in the community.					
Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring, and exemplary	Basic Services; Implementation of CCSS; Student Achievement; Course Access	• Identify CTE areas of expertise amongst the staff. • Provide additional training as needed to expand areas of knowledge and deepen understanding for staff specialists (CTE & college). • Phase in part-time career and college counselor. • Develop and offer developmentally appropriate exposure to career exploration K-12. • Continuing training staff in transition to common core materials and			Supporting staff in transition to Common Core – $ 10,000 Professional learning/release time, and conferences, as appropriate – $ 5,000	Recruit and hire part time counselor - $10,000 Ongoing professional development - $10,000	Ongoing professional development - $10,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		delivery methods. • Create and distribute a brochure of essential CCSS & 21st century skills for each grade level in parent and student friendly language.					

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 20XX-XX
Engage parents and families to support student success in school	Parent Involvement	For low income pupils: Offer vocabulary acquisition workshops to families through non-threatening game based functions such as a vocab bingo night.	Schoolwide		Purchase materials, snacks, etc. - $2000		
		For English learners:					
		For foster youth:					
		For redesignated fluent English proficient pupils:					

C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

LVCS projects to receive an increase in LCFF funding for 2014-15 of approximately $93,273 over the prior year (2013-14). The projected unduplicated count of low socioeconomic students (eligible for free/reduced priced meals), English learners, and foster youth used for determining the 2020-21 target funding is estimated to be 70% of the LVCS total CBEDS enrollment as of October 2, 2013. Therefore, LVCS is receiving supplemental funding but no concentration funding. LVCS plans to use supplemental funding in a schoolwide manner.

1. Provide a personalized learning environment for all students through a digital 1:1 initiative. These devices will be rolled out over three years to give all students by grade span access to online resources, digital instructional materials, and software applications to improve their learning. Unduplicated count students would benefit from individualized appllications and software specific to their instructional needs.

2. Increase and realign school budget allocations to more closely match the LCFF methodology of providing increased funding for higher concentrations of unduplicated count students. LVCS will be held accountable for spending these funds in a manner proportionate with student demographics.

3. Provide instructional materials and curriculum guides for low socioeconomic families

4. Purchase and implement devices for a digital 1:1 initiative in order to allow all students access to digital resources.

5. Procure and implement supplemental intervention materials for ELA and Math for students with lower achievement.

6. Implement apps and software systems to address the unique needs of low-socioeconomic students, English learners, and Foster youth.

The schoolwide use of supplemental funding in the increase and realignment of the budget will all LVCS to target these funds in ways that best meet the needs of our unique student population.

D. 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). 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). 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.

LVCS calculates that the percentage by which services for unduplicated pupils must be increased or improved compared to services for all pupils in the LCAP year is 8.56%. This proportionality percentage is met by ensuring that each unduplicated count student has a digital device that can allow them to access digital instructional materials, software programs, apps, and online resources tailored to their unique needs. Services to unduplicated count students is further increased or improved staff who will provide proportionately more services to unduplicated count students. Finally, increasing and realigning school budget allocations consistent with the foundation of the LCFF – Base Grants and Supplemental Funding – will provide increased or improved services for unduplicated count students. The actions specific to unduplicated count students include implementation of an after school homework club and the provision of intervention materials and software specific to the needs of these sub-groups. These specific services, coupled with the schoolwide implementation of other services outlined above, will improve student learning for low socioeconomic students, English Learners, and Foster Youth.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.