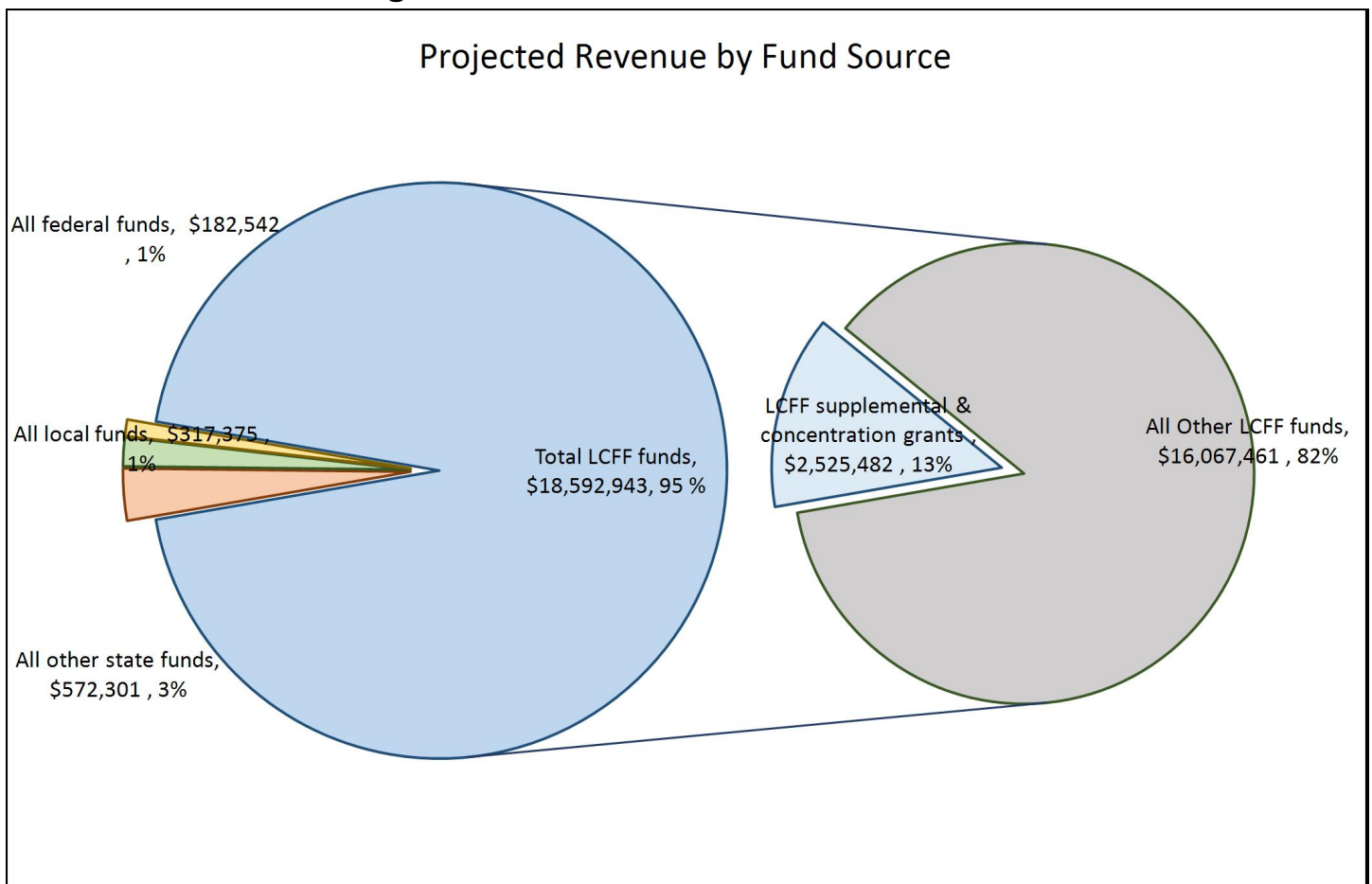


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Venture Academy
 CDS Code:
 Local Control and Accountability Plan (LCAP) Year: 2019-20
 LEA contact information: Kathleen Focacci, Division Director

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

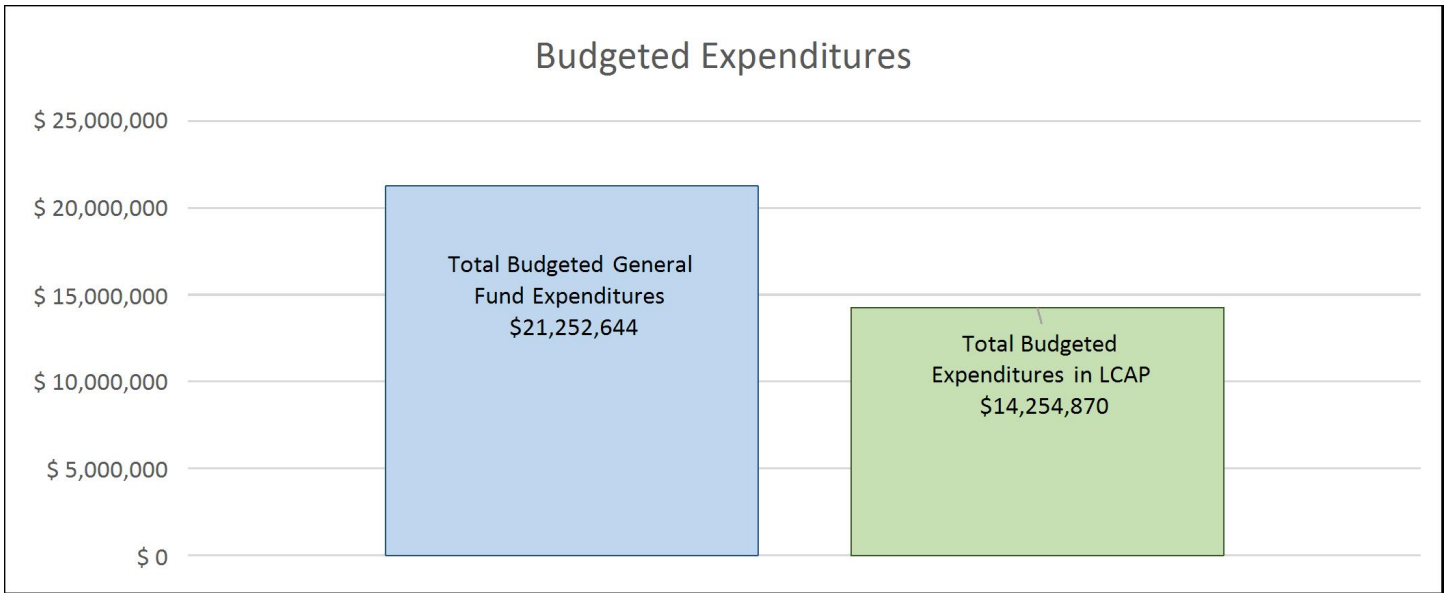


This chart shows the total general purpose revenue Venture Academy expects to receive in the coming year from all sources.

The total revenue projected for Venture Academy is \$19,665,161, of which \$18,592,943 is Local Control Funding Formula (LCFF), \$572,301 is other state funds, \$317,375 is local funds, and \$182,542 is federal funds. Of the \$18,592,943 in LCFF Funds, \$2,525,482 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Venture Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Venture Academy plans to spend \$21,252,644 for the 2019-20 school year. Of that amount, \$14,254,870 is tied to actions/services in the LCAP and \$6,997,774 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

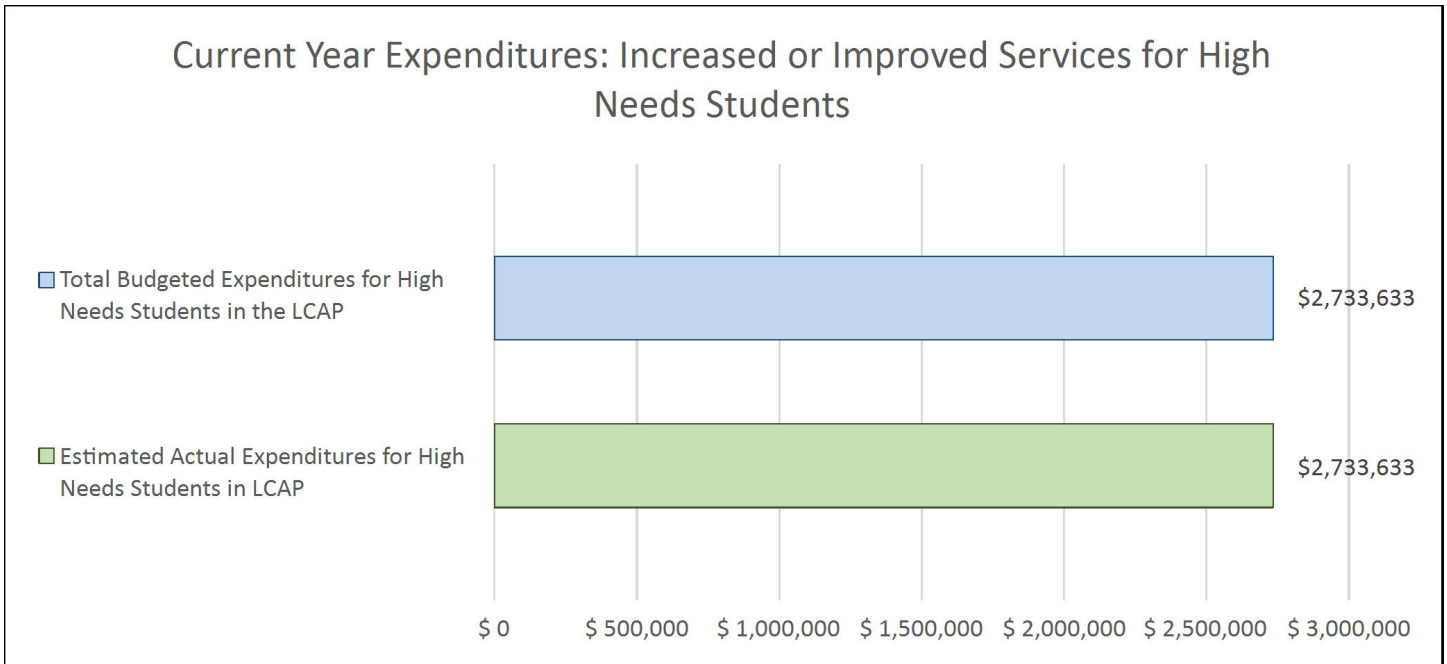
Other General Fund budget expenditures include those for cost of overhead, unrestricted lottery & restricted programs such as Lottery and other Grants allocated to the charter, special ed, student activities, etc

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Venture Academy is projecting it will receive \$2,525,482 based on the enrollment of foster youth, English learner, and low-income students. Venture Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Venture Academy plans to spend \$2,882,209 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Venture Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Venture Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Venture Academy's LCAP budgeted \$2,733,633 for planned actions to increase or improve services for high needs students. Venture Academy estimates that it will actually spend \$2,733,633 for actions to increase or improve services for high needs students in 2018-19.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Venture Academy	Kathleen Focacci Division Director	kfocacci@sjcoe.net 209.468.5940

2017-20 Plan Summary

The Story

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

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

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

2018-19 Demographics

Race/Ethnicity

African American: 96 (5.9%)
American Indian: 11 (0.7%)
Asian: 41 (2.5%)
Filipino: 26 (1.6%)
Hispanic: 1,057 (65.4%)
Two or more races: 72 (4.5%)
Pacific Islander: 13 (0.8%)
White: 300 (18.6%)

Student Group

Socioeconomically Disadvantaged: 64.4%
English Learners: 10%
Foster Youth: 0.6 %
Homeless: 0.1%
Students with disabilities: 7.9 %

Verified by Venture Academy California School Dashboard Fall 2018

LCAP Highlights

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

Venture Academy Family of Schools has identified two key goals that are aligned with the school's mission statement.

Goal 1: Students will demonstrate continuous progress toward mastery of a core body of knowledge that will prepare them for college and career. This goal addresses State Priorities 1,2,4,7 and 8.

Goal 2: Create, cultivate and strengthen a safe, nurturing environment that supports student learning. This goal addresses State Priorities 3,5 and 6.

To meet these goals, Venture Academy Family of Schools will continue to maintain a staff of fully qualified professionals in well maintained facilities (Goal 1: Actions 1.1,1.11; Goal 2: Actions 1.2, 1.3, 1.4). We will continue to provide the most current technology available to support student learning (Goal 1: Action 1.5). Students and teachers will continue to have the resources needed to help all students reach their potential (Goal 1: Actions 1.6, 1.9,1.16,,1.21,,1.22) In 2019-20, Venture Academy will provide breakfast to all students in grades K-12 (Goal 1: Action 1.12). Construction will begin on a theater to support the Performing Arts program and to provide a venue

for lectures and films (Goal 2: Action 1.15). Venture Academy will expand the Latinos in Action Program to support EL students in high school and elementary school through cross-age tutoring (Goal 1: Action 3.3). A full time teaching position will be dedicated at the elementary level to enrich the Science program and to implement Next Generation Science Standards (NGSS) (Goal 1: Action 1.28). Professional development will continue to be provided to support Math instruction in the elementary and middle schools and the implementation of the CPM curriculum at the high school level (Goal 1: Actions 1.2,1.17,1.20).

An additional full time administrative position will be added to support the successful implementation of the LCAP goals (Goal 2: Action 1.14).

Review of Performance

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

Greatest Progress

Venture Academy continued to provide all students with access to a broad course of study in well maintained facilities, as verified by the School's Accountability Report Card (SARC). The addition of a fifth full time counselor decreased student to counselor ratio and enabled more access to counselors. An additional Math teacher was hired to lower class sizes and to increase access for all students to higher level Math courses. All teachers in the Ventureland Program and at the middle school level completed a year-long course of professional development in Mathematics with the San Joaquin County Educational Services Department. This professional development included opportunities for grade level collaboration and peer lesson studies. The Read 180 Program was implemented in additional elementary classrooms, some middle school programs and for targeted high school students. The AVID Program was expanded into second grade classrooms. Many classrooms received Promethean Boards to enhance instruction, and professional development in the use of this technology was provided to all teachers. The Latinos in Action Program was implemented; this opportunity provided a forum in which high school students developed their leaderships skills and provided tutoring to EL students at the elementary level. The number of parents involved in EL parent meetings increased, as did their level of involvement.

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

Greatest Needs

Overall state performance levels were in the "orange" category in both English Language Arts and in Math.

No overall state performance levels were in the "red" category, but Venture Academy recognizes the need for improved performance in ELA and Math for all students, and, in particular, EL students and students with disabilities. Math scores continued to be weaker than ELA scores.

In 2018-19, several steps were taken to address this concern, including the expanded implementation of Read 180, a full year of Math professional development and the hiring of an additional Math teacher.

Preliminary data from the 2018-19 state-wide testing administration shows that student achievement in Mathematics continues to be a concern school-wide. Although our school-wide local assessment from 2018-19 shows an increase of 5% compared to gains in 2017-18, the majority of students are not demonstrating grade level proficiency.

All local indicators were met.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The Venture Academy School Dashboard did not identify any performance gaps as defined by this LCAP prompt.

State performance indicators were in the "red" category for EL students and students with disabilities in both ELA and Math and for socio-economically disadvantaged students in Math. Venture Academy will review data from 2018-19 to evaluate success of actions and services designed to address this disparity. Data from local school-wide assessment from 2018-19 shows a higher average increase in standard scores for students with disabilities and EL students compared to the overall gains for Venture Academy.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Venture Academy did not meet eligibility requirements for CSI for the 2019-20 LCAP year.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Venture Academy did not meet eligibility requirements for CSI for the 2019-20 LCAP year.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Venture Academy did not meet eligibility requirements for CSI for the 2019-20 LCAP year.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Priority 1: Basic

1A. Teachers appropriately assigned and fully credentialed.

18-19

Priority 1: Basic

1A. Hire and assign appropriately credentialed teachers in core subjects.

Baseline

Priority 1: Basic

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

In 2018-19, all teachers held credentials; 74% were fully credentialed. There were no mis-assigned teachers, as verified by SARC.

Expected

Metric/Indicator

1B. Access to Instructional Materials

18-19

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

Baseline

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

Metric/Indicator

1C. Facilities are maintained.

18-19

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

Baseline

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

Metric/Indicator

Priority 2: Implementation of State Standards

2A. Implementation of SBE-adopted standards

18-19

Priority 2: Implementation of State Standards

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

Baseline

Priority 2: Implementation of State Standards

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

Metric/Indicator

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

18-19

Actual

In 2018-19, all students had access to grade level standards aligned curriculum, as verified by California Dashboard Local Indicators and SARC.

Facilities were maintained in good repair as measured by FIT in August 2018.

In 2018-19, state standards were implemented, as evidenced through high school course catalog, classroom observation, standards based curriculum and the California Dashboard Local Indicators.

In 2018-19, EL students were supported through dedicated components of the ELA curriculum and effective teaching strategies implemented by teachers holding the appropriated EL authorization, as verified by CALPADS. Students received after school tutoring through Latinos in Action, as verified by JupiterEd (student gradebook program), through partnership with the University of the Pacific, and through services of the Language Development

Expected

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

Baseline

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

Metric/Indicator

Priority 4: Pupil Achievement

4A. Statewide Assessments

18-19

Priority 4: Pupil Achievement

4A. Maintain or improve CAASPP scores.

Baseline

Priority 4: Pupil Achievement

4A. 2015-16 CAASPP scores:
ELA: Percentage of students who met or exceeded standards: 35%
Math: Percentage of students who met or exceeded standards: 19%
Science: Percentage of students in grades 5, 8 and 10 scoring proficient or advanced: 36%
(Verified by CDE Dataquest).

Metric/Indicator

4B. API

18-19

n/a

Baseline

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

Metric/Indicator

4C. A-G Completion

Actual

Leader, as verified by records maintained by the Language Development Leader.

2017-18 CAASPP Scores:

ELA: Percentage of students who met or exceeded standards: 34.51%
This was a decline of 1.18 % from 2016-17, but it is reported as "maintained" on the Venture Academy School Dashboard

Math: Percentage of students who met or exceeded standards: 20.19%
This was a decline of .49% from 2016-17.

Preliminary data from the administration of the 2017-18 CAASPP prompted action steps in the 2018-19 LCAP designed to address these declines. Data is not yet available to evaluate the effectiveness of these actions and services.

(As verified by CDE Dataquest)

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

2017-18 A-G Completion Rate: 23.7%, as verified by CalPADS.

Expected

18-19
4C. Maintain or improve A-G completion rate.

Baseline
4C. 2015-16 A-G completion rate: 23%
(Verified by CALPADs).

Metric/Indicator
4F. Percentage of Pupils who pass an AP exam

18-19
4F. Maintain or improve AP passing rate.

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

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

18-19
4G. Maintain or improve college preparedness rates for college readiness.

Baseline
4G. CASSP scores from 2015-16
Percentage of 11th graders college ready in ELA: 9%
Percentage of 11th graders conditionally ready in ELA: 27%.
Percentage of 11th graders college ready in Math: 3%
Percentage of 11th graders conditionally ready in Math: 5%
(Verified by CDE Dataquest).

Metric/Indicator
4D. EL progress (CELDT/ELPAC)

18-19
4D. Maintain or improve EL progress rates.

Actual

2017-18: AP 34% of AP tests taken were passed with a 3 or higher as verified by Educational Testing Services, an increase from the 2015-16 baseline.

CAASPP Scores from 2017-18:

Percentage of 11th graders college ready in ELA: 13.71 (10.31 % in 2016-17)
Percentage of 11th graders conditionally ready in ELA: 29.44 (31.19 % in 2016-17)
Percentage of 11th graders college ready in Math: 2.42 (1.82 % in 2016-17)
Percentage of 11th graders conditionally ready in Math: 9.72 (9.55% in 2016-17)
(Verified by CDE Dataquest).

Data is not available for the 2017-18 school year. This was the first year that data was reported for English learners aligned with the English Language Proficiency Assessments for California (ELPAC) results which are different from data points aligned with the California English Language Development Test (CELDT); therefore, the data points cannot be compared for this year due to the sources of data coming from two different assessments.

Expected

Baseline

4D. 2016-17 EL progress:

Beginning level improving one level or more was 92%.

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

Intermediate level improving one level or more was 64%.

Early Advanced improving one level or more was 31%.

(Verified by CELDT results).

Metric/Indicator

4E. EL Reclassification rate

18-19

4E. Maintain or improve EL reclassification rate.

Baseline

4E. EL reclassification rate for 2016-17 was 28%.

(Verified by CDE Dataquest).

Metric/Indicator

Priority 7: Course Access

7A. Broad Course of study

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

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

18-19

Priority 7: Course Access

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

Actual

EL reclassification rate will be calculated from results of ELPAC and local indicators, in accordance with the San Joaquin County Office of Education EL Master Plan.

In 2018-19, all students, including unduplicated and students with exceptional needs, had access to a broad course of study, as evidenced by our course catalog.

Expected

Baseline

Priority 7: Course Access

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

Metric/Indicator

Priority 8: Other Pupil Outcomes

Student Portfolios

Student Performance

Student Competitions

18-19

Priority 8: Other Pupil Outcomes

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

Baseline

Priority 8: Other Pupil Outcomes

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

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

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

Actual

Students in three focus academies continued to create portfolios to demonstrate their progress and highlight their achievements.

Students in Foundations Academy continued to perform lunch theater and evening productions as evidenced by school calendars.

Students competed in County, State and International Mock Trial Competitions at the High School level and in County Competitions at the Junior High Level.

Students in the HOSA Program attended state leadership conference. A Program for middle school students interested in health careers (HOSA JUMP) was started.

Students competed in music, dance and Career Technical Competitions (Skills USA).

A new chapter of Future Farmers of America (FFA) was started at the Historic Durham Ferry Site.

(Evidenced by field trip forms.)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>All Students</p> <p>1.1 Continue to hire fully qualified staff</p> <p>1.2 Provide Staff Development for staff</p> <p>1.3 Continue ALEKS licensing and other Math remediation support as needed.</p> <p>1.4 Continue Licensing for EdPerformance or other on-line schoolwide assessment program to measure and support student academic growth</p> <p>1.5 Update technology to support student learning</p> <p>1.6 Purchase additional state aligned texts and materials as they become available, including curriculum and materials that support New Generation Science Standards and the new Social Studies Frameworks</p> <p>1.7 Purchase additional literature to support student learning</p> <p>1.8 Provide a series of Math in-services through SJCOE Educational Services Department and hire Math teacher to provide targeted instruction for high school students identified through VAFS Mathematics Placement Protocol and to facilitate Math instruction at the elementary and middle school levels.</p> <p>1.9 Provide general academic supplies for all academies</p> <p>1.10 Design and implement strategies to inform parents about college and career pathways</p>	<p>All Students</p> <p>1.1 VAFS hired fully qualified staff. All teaching positions were filled at the start of the year.</p> <p>1.2 Opportunities for staff development were provided, including AVID Summer Institute, Great Valley Writing Project, Special Education Conferences, Next Generation Science Standards, Teen Puberty Health</p> <p>1.3 ALEKS licensing was continued.</p> <p>1.4 Licensing for EdPerformance was continued. One academy piloted MAPS on-line testing to monitor student growth.</p> <p>1.5 Technology to support student learning was updated. Promethean boards were provided in a number of classrooms.</p> <p>1.6 College Prep Math (CPM) was purchased to support student learning in the high school academies.</p> <p>1.7 Additional literature to support student learning was purchased as needed.</p> <p>1.8 A series of Math in-services through SJCOE Educational Services Department was provided to all Ventureland teachers and all middle school Math teachers. A full time Math teacher to provide targeted instruction for high school students identified through VAFS Mathematics Placement Protocol.</p> <p>1.9 General academic supplies for all academies were provided.</p>	<p>1xxx – LCFF \$6,466,481</p> <p>2xxx – LCFF \$1,145,510</p> <p>3xxx – LCFF \$2,917,468</p> <p>4xxx – LCFF \$931,700</p> <p>5xxx – LCFF \$326,700</p>	<p>1xxx- LCFF \$6,530,305</p> <p>2xxx- LCFF \$1,317,144</p> <p>3xxx- LCFF \$3,024,992</p> <p>4xxx- LCFF \$588,814</p> <p>5xxx- LCFF \$381,725</p>

1.11 Facilities maintained in good repair

High School

1.12 Continue to offer students, including those in target student groups, greater exposure to college information including application process, college programs, financial aid, and scholarships through workshops and field trips to universities.

1.13 Continue to Purchase AP test prep materials.

1.14 Provide opportunities for AP training

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

Middle School

1.16 Purchase literature to support student learning

1.17 Purchase art supplies

1.18 Expand the AVID elective courses to accommodate student needs in the 8th grade VISA program and implement AVID strategies in multiple content areas

1.19 Implement Scholastic Read 180 Program

Elementary School

1.20 Continue online/computer-based tutorials.

1.21 Continue Scholastic Reading program.

1.10 Counselors invited parents to "coffee with counselors" events, and hosted a senior night for students and parents in the fall. Delta Vista Academy hosted a series of grade level specific college nights.

1.11 Facilities were maintained in good repair

High School

1.12 students, including those in target student groups, were offered exposure to college information including application process, college programs, financial aid, and scholarships through workshops and field trips to universities.

1.13 AP test prep materials were purchased. .

1.14 Teachers attended AP training for AP Art, AP Spanish and AP English.

1.15 Two BrainworX teachers were trained at the AVID Summer Institute, but the BrainworX schedule did not support the offering of the AVID Elective.

Middle School

1.16 Literature was purchased to support student learning.

1.17 Art supplies were purchased.

1.18 The VISA schedule did not allow for the inclusion of the AVID Elective, but AVID strategies were implemented in all middle school programs. AVID Elective continued at the Kinect Program.

1.22 Based on review of data, implement AVID in third grade Ventureland classrooms

1.19 The Scholastic Read 180 Program was implemented in the Kinect Program and the VISA Program, and for targeted students in APEX and HDF.

Elementary School

1.20 Data did not support the effectiveness of the I-Read Program at the elementary level, and it was discontinued.

1.21 Scholastic Reading program was continued.

1.22 Two third grade teachers and one second grade teacher were trained at the AVID Summer Institute, and AVID strategies were implemented at the third grade level.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Special Education	Special Education	1xxx – LCFF \$262,597	1xxx- LCFF \$253,988
2.1 Continue to hire fully qualified staff	2.1 Fully qualified staff were hired.	2xxx – LCFF \$106,289	2xxx- LCFF \$140,211
2.2 Provide assessment materials for Special Education	2.2 Assessment materials for Special Education were provided.	3xxx – LCFF \$143,091	3xxx- LCFF \$150,567
2.3 Provide appropriate technology to support students with disabilities	2.3 Appropriate technology to support students with disabilities was provided	4xxx – LCFF \$2000	4xxx- LCFF \$1,500
2.4 Hire additional full time teacher	2.4 An additional full time teacher was hired.	5xxx- LCFF \$100,000	5xxx- LCFF \$140,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL	EL	1xxx – LCFF \$90,000	1xxx- LCFF \$86,168

<p>3.1 Expand tutoring for EL students,</p> <ul style="list-style-type: none"> • continue bilingual college tutoring for high school students, • expand after school academic support for middle school students • implement after school tutoring through Latinos in Action for elementary level students. 	<p>3.1</p> <ul style="list-style-type: none"> • Bilingual college tutoring for high school students was continued. • After school academic support for middle school students was continued. • After school tutoring through Latinos in Action for elementary level students was implemented. 	<p>2xxx – LCFF \$4,006</p>	<p>2xxx- LCFF \$4,000</p>
<p>3.2 Continue EL parent meetings with bilingual interpreters</p>	<p>3.2 EL parent meetings with bilingual interpreters were continued at all grade levels.</p>	<p>3xxx – LCFF \$38,287</p>	<p>3xxx- LCFF \$30,000</p>
<p>3.3 Continue the use of Rosetta Stone to support EL students in the Independent Study Program</p>	<p>3.3 The use of Rosetta Stone to support EL students in the Independent Study Program was provided.</p>	<p>4xxx – LCFF \$2,500</p>	<p>4xxx- LCFF \$7,000</p>
<p>3.4 Provide access to Rosetta Stone to support parents pursuing English proficiency</p>	<p>3.4 Access to Rosetta Stone to support parents pursuing English proficiency was provided.</p>		
<p>3.5 Implement "Latinos in Action" (LIA)</p>	<p>3.5 "Latinos in Action" (LIA) was implemented.</p>		
<p>3.6 VAFS Language Development Leader will provide professional development in best EL instructional practices to site teams</p>	<p>3.6 VAFS Language Development Leader collaborated with teachers at all levels to identify and implement best EL instructional practices.</p>		
<p>3.7 Pilot "Summer Bridge" program for third grade EL students to prepare them for success in the upcoming school year.</p>	<p>3.7 "Summer Bridge" program for third grade EL students to prepare them for success in the upcoming school year was piloted.</p>		
<p>3.8 Formally recognize pupil achievement for success in Reading Counts, Reclassification</p>			

as English Proficient, and Seal of Bi-literacy.

3.8 Pupil achievement for success in Reading Counts, Reclassification as English Proficient, and Seal of Bi-literacy was formally recognized

Analysis

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

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

All of the actions and services of this goal were implemented.

Additional teachers were trained in AVID strategies and implementation. AVID strategies were successfully implemented in additional classrooms at the elementary level, and a plan for vertical alignment was started and will continue in the 2019-20 school year. At the middle and high school level, schedules did not allow for the expansion implementation of the AVID elective to two additional focus sites; however, an additional section was added at another focus site.

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

The overall effectiveness of the implemented actions and services will be evaluated based on analysis of end-of year data, including ELPAC scores, CAASPP scores, local school-wide assessments and reclassification rate. Preliminary CAASPP data suggests that Math scores maintained or increased at the elementary and middle school level, and slightly decreased at the high school level, and that ELA scores increased overall. Rates for A-G completion and AP passing rate are not yet available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between the budgeted expenditures and the estimated actual expenditures.

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

Most of the actions and services will be continued. Professional Development will be designed to train teachers in the implementation of new curriculum and the use of new technology, including College Prep Math (CPM), Next Generation Science Standards (NGSS) and Promethean Board training (Actions 1.2, 1.17, 1.23).

Recognizing the need for accurately measuring students' skills and progress in Mathematics, Venture Academy will administer the Math Diagnostic Testing Project (MDTP) assessment tool to appropriately assign classes and monitor student progress towards mastery of standards at the high school level (Action 1.19). Math teachers will be provided release time and/or additional compensation for collaborating on using this tool and the CPM curriculum to support students in attaining Math proficiency and demonstrating college readiness (Action 1.20).

Tutoring and instructional support for EL students will be expanded. The number of students in The Latinos in Action Program will be doubled to support the acquisition of English Language proficiency at the high school and elementary levels (Actions 3.1, 3.3). A "connectivity" program connecting EL students with supporting technology will be piloted and expanded if proven successful (Action 3.7).

A full time staff position will be dedicated to supporting classroom instructors in the implementation of the NGSS standards at the elementary level (Action 1.28). Additional release time for the AVID site coordinator will allow the coordinator to provide additional support for AVID elective teachers and content teachers using AVID strategies (1.13).

On-site breakfast will be provided to all students (Action 1.12).

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 3: Parent Involvement

3A. Efforts to seek parent input in decision making

18-19

Priority 3: Parent Involvement

All ASC openings will remain filled.

Grade level conferences and academy orientations will continue.

Baseline

Priority 3: Parent Involvement

3A. Parents participated in the Advisory School Council (ASC). The ASC was chaired by a parent and all parent positions on the ASC were filled. Grades K-2 teachers met one on one in the beginning of the year with each student and parents and held midyear parent conferences.

Actual

In 2018-19, all ASC openings remained filled.
Grade level conferences and academy orientations continued.

Expected

All other grades and academies held academy specific orientations, which included information about communication and parent involvement. Parents of students enrolled in the AVID program participated in a "college day."
Parents volunteered to run booths at the annual Fall Festival.
Communication through JupiterEd or Haiku was implemented for students in on-site academies.

Metric/Indicator

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

18-19

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

Baseline

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

Metric/Indicator

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

18-19

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

Baseline

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

Metric/Indicator

Priority 5: Pupil Engagement

5A. School Attendance

Actual

In 2018-19, the Language Development Leader collaborated with school staff to increase EL parent participation. 135 parents attended parent meeting held at their students' academies.

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

Attendance rate for 2017-18 was 98.8%.

Expected

18-19
Priority 5: Pupil Engagement

5A. Maintain or increase attendance rate.

Baseline
Priority 5: Pupil Engagement

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

Metric/Indicator
5B. Chronic Absenteeism

18-19
5B. Maintain or decrease chronic absenteeism rate.

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

Metric/Indicator
5C. Middle School Dropout Rate

18-19
5C. Maintain or decrease middle school drop-out rate.

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

Metric/Indicator
5D. High School Dropout Rate

18-19
5D. Maintain or decrease High School dropout rate

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

Actual

Chronic Absenteeism Rate
K-8: 1.6%, as verified by California School Dashboard.
K-12: 4.5%, as verified by Dataquest.

Data on middle school drop-out rate for 2018-19 is not yet available.

Data on high school drop-out rate for 2018-19 is not yet available.

Expected

Actual

Metric/Indicator

5E. High School Graduation Rate

18-19

5E. Increase High School graduation rate

Baseline

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

The 2017-18 High School Graduation rate was 88.7, as verified by the 2018 California Schools Dashboard.
(increase of 3.5%)

Metric/Indicator

Priority 6: School Climate

6A. Pupil Suspension Rate

18-19

Priority 6: School Climate

6A. Maintain or decrease suspension rate.

Baseline

Priority 6: School Climate

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

The 2017-18 pupil suspension rate was 2.1, as verified by the 2018 California Schools Dashboard.

Metric/Indicator

6B. Pupil Expulsion Rate

18-19

6B. Continue to maintain expulsion rate of 0.

Baseline

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

For 2017-18 expulsion rate was .11.

Metric/Indicator

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

18-19

6C. Parent Survey Results from 2018-19
Percentage of respondents who agreed or strongly agreed with the following statements:
(English/Spanish respondents)

Expected

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

Baseline

6C. Parent Survey Results from 2016-17
 Percentage of respondents who agreed or strongly agreed with the following statements:
 (English/Spanish respondents)
 VAFS school facilities are maintained in good repair: 95/100
 Venture Academy Provides opportunities for me to participate in my child's education: 92/100
 Venture Academy provides opportunities for sports and extracurricular activities: 92/75
 My child feels safe at school: 87/100
 My student has access to a counselor: 92/100
 My child has gained self confidence while enrolled in Venture Academy: 90/100
 My student has a healthy balance of schoolwork and play: 95/100
 (Verified by LCAP Survey Results)

Actual

VAFS school facilities are maintained in good repair: 97/100
 Venture Academy Provides opportunities for me to participate in my child's education: 90/100
 Venture Academy provides opportunities for sports and extracurricular activities: 90/100
 My child feels safe at school: 96/100
 My student has access to a counselor: 97/100
 My child has gained self confidence while enrolled in Venture Academy: 90/100
 My student has a healthy balance of schoolwork and play: 86/93
 (Verified by LCAP Survey Results)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Maintain campus safety team to support a positive and safe school culture	1.1 The campus safety team to support a positive and safe school culture was maintained.	1xxx – LCFF \$520,000	1xxx- LCFF \$523,770
1.2 Maintain janitorial contracts	1.2 Janitorial contracts were maintained.	2xxx – LCFF \$205,000	2xxx- LCFF \$288,062
1.3 Maintain full time school psychologist	1.3 Full time school psychologist was maintained.	3xxx – LCFF \$316,233	3xxx- LCFF \$365,686
1.4 Maintain full time school nurse		4xxx – LCFF \$34,000	4xxx- LCFF \$25,000
1.5 Increase counseling staff		5xxx – LCFF \$3000	5xxx- LCFF

1.6 Maintain Athletic Director contract

1.7 Maintain Automated communication system

1.8 Continue to mail out information to parents and students

1.9 Renew Jupiter grading system for parent and students access to grades and for 2-way communication between students, parents and school.

1.10 Provide supplies for parent workshops/meetings.

1.11 Encourage parents to help organize and promote school-wide involvement in community events.

1.12 Promote active parental involvement of Advisory School Council

1.13 Conduct parent welcome/orientation for incoming freshmen during the summer break

1.14 Create a new staff position dedicated to advancing the VAFS mission through facilitating school-wide communication and coordinating school-wide events.

1.4 Full time school nurse was maintained.

1.5 The counseling staff was increased.

1.6 The Athletic Director contract was maintained.

1.7 The automated communication system was maintained.

1.8 Some information to parents and students was mailed out.

Messages through Jupiter communication system replaced a considerable amount of items previously sent through mail.

1.9 The Jupiter grading system for parent and students access to grades and for 2-way communication between students, parents and school was maintained.

1.10 Supplies for parent workshops/meetings were provided.

1.11 Parents helped organize and promote school-wide involvement in community events. Parents of EL students planned and conducted a fundraising booth at the school Fall Festival for the first time in October 2018.

1.12 Active parental involvement of Advisory School Council was promoted.

1.13 A parent welcome/orientation for incoming freshmen during the summer break was conducted.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>EL</p> <p>2.1 Increase communication and access for non-English speaking parents.</p> <ul style="list-style-type: none"> • Provide list of bilingual contacts and contact numbers to parents to improve communication • Ensure that parents of EL students are able to access Jupiter information in their primary language <p>2.2 Continue to offer EL parent meetings in all grade levels and academies and provide all needed supplies to facilitate meetings.</p>	<p>2.1 Increased communication and access for non-English speaking parents. Facebook and Instagram accounts highlighting EL students' school involvement provided a means of sharing student successes and accomplishments.</p> <ul style="list-style-type: none"> • A list of bilingual contacts and contact numbers to parents to improve communication was provided. • Parents of EL students were able to access Jupiter information in their primary language <p>2.2 EL parent meetings in all grade levels and academies were conducted and all needed supplies to facilitate meetings were provided. Spanish translation was provided at all meetings</p>	<p>4xxx – LCFF \$36,000</p> <p>5xxx – LCFF \$19,000</p>	<p>2xxx- LCFF \$53,000</p> <p>3xxx- LCFF \$27,000</p>

Analysis

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

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

Almost all of the actions steps were completed. Action step 1.14 was not implemented as written in the LCAP. An additional position was added to oversee student services and to facilitate communication.

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

Implementation of the actions plans, including the maintenance of the school safety team, school psychologist and school nurse, in addition to the expansion of the counseling team, allowed Venture Academy to continue support for the well-being of our students and the safety of our school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Venture Academy defines material difference as a 10% discrepancy between the budgeted amount and the estimated actual expenditures. The estimated actual expenditures were 13% above the budgeted amount. This reflects the moving of the position of the EL testing coordinator from Goal 1 to Goal 2.

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

The actions and services related to Goal 2 will be continued.

Recognizing the importance of physical fitness in student achievement and emotional well being, Physical Education facilities and equipment will be upgraded (Action 1.16).

The future performing arts theater will promote student engagement in the arts, increase attendance rates and improve school climate by providing a venue for community gathering (Action 1.15).

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

Venture Academy Family of Schools consulted with stakeholders including parents, students, Collective Bargaining Unit, faculty, Advisory School Council, and the English Learner Advisory Committee to solicit input for the 2019-20 LCAP. Input was solicited through the following means:

Administrative engagement in the LCAP process is ongoing throughout the school year. LCAP goals are aligned with the school's WASC goals and action plans.

A survey seeking parent input was posted in English and Spanish on the school's website. Automated phone calls and electronic messages were sent out school-wide to inform parents of the opportunity to participate in the survey.

Public stakeholder meetings were held on February 12, 2019 and February 27, 2019. Automated phone calls and electronic messages were sent out school-wide to inform parents of the opportunity to attend. Stakeholder meeting dates and invitations were posted on the school's website in English and Spanish.

Student climate surveys were conducted at the middle school and high school level.

LCAP Draft was presented to the Advisory School Council on May 7, 2019.

LCAP summary was presented to VOLT (Student Leadership Group) on May 14, 2019.

LCAP summary and highlights were presented to the English Learner Advisory Committee on May 21, 2019.

LCAP Draft was posted on the Venture Academy website for review throughout May 2019.

Public Hearing date: June 18, 2019.

Board Adoption: June 25, 2019.

Impact on LCAP and Annual Update

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

Stakeholder input and review of data formed the basis for Venture Academy's Goals and Action Plans. Stakeholders expressed a high degree of satisfaction with the school's facility and environment. Stakeholders continued to express the concern that all students be prepared for college and career. Actions steps that support these areas will continue to be implemented.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Successful students need access to quality instruction, qualified staff, standards aligned curriculum, and up to date technology to support pupil achievement. Information contained in the VAFS School Accountability Report Card (SARC), course catalog and master schedule indicate that VAFS offers all students access to all of these. Data from CAASPP scores and EL proficiency rates, as well as stakeholder input, show the need for continued and more focused support in targeted areas and student groups.

Expected Annual Measurable Outcomes

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

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	strategies implemented by teachers holding the appropriate ELD credential, and after school tutoring. (Verified by CALPADs)	strategies implemented by teachers holding the appropriate ELD credential, and after school tutoring.	effective teaching strategies implemented by teachers holding the appropriate ELD credential, and after school tutoring.	effective teaching strategies implemented by teachers holding the appropriate ELD credential, and after school tutoring.
<p>Priority 4: Pupil Achievement</p> <p>4A. Statewide Assessments</p>	<p>Priority 4: Pupil Achievement</p> <p>4A. 2015-16 CAASPP scores: ELA: Percentage of students who met or exceeded standards: 35% Math: Percentage of students who met or exceeded standards: 19% Science: Percentage of students in grades 5, 8 and 10 scoring proficient or advanced: 36% (Verified by CDE Dataquest).</p>	<p>Priority 4: Pupil Achievement</p> <p>4A. Maintain or improve CAASPP scores.</p>	<p>Priority 4: Pupil Achievement</p> <p>4A. Maintain or improve CAASPP scores.</p>	<p>Priority 4: Pupil Achievement</p> <p>4A. Maintain or improve CAASPP scores.</p>
4B. API	4B. API was suspended and has been replaced with the California School Dashboard.	n/a	n/a	n/a
4C. A-G Completion	4C. 2015-16 A-G completion rate: 23% (Verified by CALPADs).	4C. Maintain or improve A-G completion rate.	4C. Maintain or improve A-G completion rate.	4C. Maintain or improve A-G completion rate.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4F. Percentage of Pupils who pass an AP exam	4F. Of 131 AP tests taken in 2015-16, 40 were passed with a 3 or higher (30.5%) (Verified by Educational Testing Services).	4F. Maintain or improve AP passing rate.	4F. Maintain or improve AP passing rate.	4F. Maintain or improve AP passing rate.
4G. Percentage of Pupils who demonstrate college preparedness on assessments	4G. CASSP scores from 2015-16 Percentage of 11th graders college ready in ELA: 9% Percentage of 11th graders conditionally ready in ELA: 27%. Percentage of 11th graders college ready in Math: 3% Percentage of 11th graders conditionally ready in Math: 5% (Verified by CDE Dataquest).	4G. Maintain or improve college preparedness rates for college readiness.	4G. Maintain or improve college preparedness rates for college readiness.	4G. Maintain or improve college preparedness rates for college readiness.
4D. EL progress (CELDT/ELPAC)	4D. 2016-17 EL progress: Beginning level improving one level or more was 92%. Early Intermediate level improving one level or more was 60%.	4D. Maintain or improve EL progress rates.	4D. Maintain or improve EL progress rates.	Maintain or improve EL progress rates.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Intermediate level improving one level or more was 64%.</p> <p>Early Advanced improving one level or more was 31%.</p> <p>(Verified by CELDT results).</p>			
4E. EL Reclassification rate	4E. EL reclassification rate for 2016-17 was 28%. (Verified by CDE Dataquest).	4E. Maintain or improve EL reclassification rate. EL reclassification rate for 2016-17 was 28%. (Verified by CDE Dataquest).	4E. Maintain or improve EL reclassification rate.	4E. Maintain or improve EL reclassification rate.
<p>Priority 7: Course Access</p> <p>7A. Broad Course of study</p> <p>7B. Programs/Services developed and provided to unduplicated pupils</p> <p>7C. Programs/Services developed and provided to individuals with exceptional needs</p>	<p>Priority 7: Course Access</p> <p>7A, B, C. In 2016-17, all students, including unduplicated and students with exceptional needs, had access to a broad course of study, as evidenced by our course catalog.</p>	<p>Priority 7: Course Access</p> <p>7A, B, C. All students, including unduplicated and students with exceptional needs, will have access to a broad course of study, as evidenced by our course catalog.</p>	<p>Priority 7: Course Access</p> <p>7A, B, C. All students, including unduplicated and students with exceptional needs, will have access to a broad course of study, as evidenced by our course catalog.</p>	<p>Priority 7: Course Access</p> <p>7A, B, C. All students, including unduplicated and students with exceptional needs, will have access to a broad course of study, as evidenced by our course catalog.</p>
Priority 8: Other Pupil Outcomes	Priority 8: Other Pupil Outcomes	Priority 8: Other Pupil Outcomes	Priority 8: Other Pupil Outcomes	Priority 8: Other Pupil Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Portfolios Student Performance Student Competitions	<p>Students in three focus academies created portfolios to demonstrate their progress and achievements, as evidenced by their portfolios.</p> <p>Students in the Foundations Academy performed in two lunch theater productions and an evening production as evidenced on the school calendar.</p> <p>Students competed in the County and State Mock Trial Competition, state music and dance competitions and Career Technical competitions as evidenced in SJCOE Outlook and field trip forms.</p>	<p>Students in three focus academies will create and maintain portfolios. Students will perform and compete in local and state competitions as the opportunities arise.</p>	<p>Students in three focus academies will create and maintain portfolios. Students will perform and compete in local and state competitions as the opportunities arise.</p>	<p>Students in three focus academies will create and maintain portfolios. Student swill perform and compete in local and state competitions as the opportunities arise.</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

All Students

- 1.1 Continue to hire fully qualified staff
- 1.2 Provide Staff Development for staff
- 1.3 Continue ALEKS licensing and other Math remediation support as needed.
- 1.4 Continue Licensing for EdPerformance or other on-line schoolwide assessment program to measure and support student academic growth
- 1.5 Update technology to support student learning
- 1.6 Purchase additional state aligned texts as they become available
- 1.7 Purchase additional literature to support student learning
- 1.8 Collaborate with Math consultant to improve student Math performance for all

2018-19 Actions/Services

All Students

- 1.1 Continue to hire fully qualified staff
- 1.2 Provide Staff Development for staff
- 1.3 Continue ALEKS licensing and other Math remediation support as needed.
- 1.4 Continue Licensing for EdPerformance or other on-line schoolwide assessment program to measure and support student academic growth
- 1.5 Update technology to support student learning
- 1.6 Purchase additional state aligned texts and materials as they become available, including curriculum and materials that support New Generation Science Standards and the new Social Studies Frameworks

2019-20 Actions/Services

All Students

- 1.1 Continue to hire fully qualified staff
- 1.2 Provide Staff Development for staff
- 1.3 Continue ALEKS licensing and other Math remediation support as needed.
- 1.4 Continue Licensing for EdPerformance or other on-line schoolwide assessment program to measure and support student academic growth
- 1.5 Update technology to support student learning
- 1.6 Purchase additional state aligned texts as they become available
- 1.7 Purchase additional literature to support student learning
- 1.8 Based on review of data, continue services with Math inservices and maintain Math teacher contract.

students, including those in the targeted subgroups.

1.9 Provide general academic supplies for all academies

1.10 Design and implement strategies to inform parents about college and career pathways

1.11 Maintain facilities in good repair

High School

1.12 Continue to offer students, including those in target subgroups, greater exposure to college information including application process, college programs, financial aid, and scholarships through workshops and field trips to universities.

1.13 Continue to Purchase AP test prep materials.

1.14 Provide opportunities for AP training

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

Middle School

1.16 Purchase literature to support student learning

1.17 Purchase art supplies

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

Elementary School

1.19 Continue online/computer-based tutorials.

1.7 Purchase additional literature to support student learning

1.8 Provide a series of Math in-services through SJCOE Educational Services Department and hire Math teacher to provide targeted instruction for high school students identified through VAFS Mathematics Placement Protocol and to facilitate Math instruction at the elementary and middle school levels.

1.9 Provide general academic supplies for all academies

1.10 Design and implement strategies to inform parents about college and career pathways

1.11 Facilities maintained in good repair

High School

1.12 Continue to offer students, including those in target student groups, greater exposure to college information including application process, college programs, financial aid, and scholarships through workshops and field trips to universities.

1.13 Continue to Purchase AP test prep materials.

1.14 Provide opportunities for AP training

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

Middle School

1.16 Purchase literature to support student learning

1.17 Purchase art supplies

1.9 Provide general academic supplies for all academies

1.10 Design and implement strategies to inform parents about college and career pathways

1.11 Maintain facilities in good repair

1.12 Provide breakfast to all students who attend on-site classes.

1.13 Provide additional release time for AVID Site Coordinator to support the AVID Program throughout the school year.

1.14 Train an additional staff member for AVID District Director Responsibilities.

High School

1.15 Continue to offer students, including those in targeted student groups, greater exposure to college information including the application process, college programs, financial aid, and scholarships through workshops and field trips to universities.

1.16 Continue to Purchase AP test prep materials.

1.17 Provide opportunities for AP training.

1.18 Expand the AVID elective courses to accommodate student needs as program schedules allow and implement AVID strategies in multiple content areas.

1.19 Administer Math Diagnostic Testing Project (MDTP) at the high school level to assess readiness for Math Courses and to identify areas of weakness.

1.20 Provide release time and/or additional compensation to provide opportunities for High School Math teachers to evaluate student readiness

1.20 Continue Scholastic Reading program.
1.21. Implement AVID in the fifth grade Ventureland classrooms

1.18 Expand the AVID elective courses to accommodate student needs in the 8th grade VISA program and implement AVID strategies in multiple content areas
1.19 Implement Scholastic Read 180 Program

Elementary School

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

and design class schedules to address student needs.

Middle School

1.21 Purchase literature to support student learning
1.22 Purchase art supplies
1.23 Provide additional professional development to middle school teachers to implement AVID strategies in content areas
1.24 Continue Scholastic Read 180 Program for targeted middle school students.

Elementary School

1.25 Continue online/computer-based tutorials.
1.26 Continue Scholastic Reading program.
1.27 Based on review of data, implement AVID in the first grade Ventureland classrooms.
1.28 Dedicate full time position to support the implementation of the Next generation Science Standards at the elementary and middle school level.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,006,718	\$6,466,481	\$6,047,314
Source	LCFF	LCFF	Base
Budget Reference	1xxx –	1xxx –	1000-1999: Certificated Personnel Salaries
Amount	\$1,086,112	\$1,145,510	\$901,850
Source	LCFF	LCFF	Base
Budget Reference	2xxx –	2xxx –	2000-2999: Classified Personnel Salaries
Amount	\$2,643,349	\$2,917,468	\$2,673,670
Source	LCFF	LCFF	Base
Budget Reference	3xxx –	3xxx –	3000-3999: Employee Benefits
Amount	\$1,229,920	\$931,700	\$385,460
Source	LCFF	LCFF	Supp/Conc
Budget Reference	4xxx –	4xxx –	1000-1999: Certificated Personnel Salaries
Amount	\$55,000	\$326,700	\$363,656
Source	LCFF	LCFF	Supp/Conc
Budget Reference	5xxx –	5xxx –	2000-2999: Classified Personnel Salaries

Amount			\$244,782
Source			Supp/Conc
Budget Reference			3000-3999: Employee Benefits
Amount			\$480,334
Source			Base
Budget Reference			4000-4999: Books And Supplies
Amount			\$455,000
Source			Supp/Conc
Budget Reference			4000-4999: Books And Supplies
Amount			\$297,700
Source			Base
Budget Reference			5000-5999: Services And Other Operating Expenditures
Amount			\$29,000
Source			Supp/Conc
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served:

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

Location(s):

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

Students with Disabilities

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

Special Education
2.1 Continue to hire fully qualified staff
2.2 Provide assessment materials for Special Education
2.3 Provide appropriate technology to support students with disabilities

2018-19 Actions/Services

Special Education
2.1 Continue to hire fully qualified staff
2.2 Provide assessment materials for Special Education
2.3 Provide appropriate technology to support students with disabilities
2.4 Hire additional full time teacher

2019-20 Actions/Services

Special Education
2.1 Continue to hire fully qualified staff
2.2 Provide assessment materials for Special Education
2.3 Provide appropriate technology to support students with disabilities
2.4 Ensure that Special Education students have opportunities to take interim assessment to prepare them for CAASPP testing.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$476,970	\$262,597	\$280,000
Source	LCFF	LCFF	Base
Budget Reference	1xxx –	1xxx –	1000-1999: Certificated Personnel Salaries
Amount	\$181,175	\$106,289	\$108,000
Source	LCFF	LCFF	Base
Budget Reference	2xxx –	2xxx –	2000-2999: Classified Personnel Salaries
Amount	\$244,148	\$143,091	\$150,000
Source	LCFF	LCFF	Base
Budget Reference	3xxx –	3xxx –	3000-3999: Employee Benefits
Amount	\$25,000	\$2000	\$2500
Source	LCFF	LCFF	Base
Budget Reference	4xxx –	4xxx –	4000-4999: Books And Supplies
Amount	\$100,000	\$100,000	\$80,000
Source	LCFF	LCFF	Base
Budget Reference	5xxx-	5xxx-	5000-5999: Services And Other Operating Expenditures

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

EL
3.1 Expand tutoring for EL students,
• continue bilingual college tutoring for high school students,
• expand after school academic support for middle school students
• implement after school tutoring through Latinos in Action for elementary level students.
3.2 Continue EL parent meetings with bilingual interpreters
3.3 Continue the use of Rosetta Stone to support EL students in the Independent Study Program
3.4 Provide access to Rosetta Stone to support parents pursuing English proficiency

2019-20 Actions/Services

EL
3.1 Maintain tutoring/support for EL students,
• continue bilingual college tutoring for high school students,
• maintain after school academic support for middle school students
• maintain after school tutoring through Latinos in Action for elementary level students.
• provide in-class support for elementary students identified by ELPAC and school-wide local data as highest needs students.
3.2 Continue EL parent meetings with bilingual interpreters
3.3 Expand "Latinos in Action" (LIA)

3.5 Implement "Latinos in Action" (LIA)

3.6 VAFS Language Development Leader will provide professional development in best EL instructional practices to site teams .

3.7 Pilot "Summer Bridge" program for third grade EL students to prepare them for success in the upcoming school year.

3.8 Formally recognize pupil achievement for success in Reading Counts, Reclassification as English Proficient, and Seal of Bi-literacy.

3.4 VAFS Language Development Leader will provide professional development in best EL instructional practices to site teams .

3.5 Continue "Summer Bridge" program for third grade EL students to prepare them for success in the upcoming school year.

3.6 Formally recognize pupil achievement for success in Reading Counts, Reclassification as English Proficient, and Seal of Bi-literacy.

3.7 Conduct "connectivity" pilot program over a 6 month period (May – Oct.) in the early 2019/20 school year. Ten computers, hot spots, data plans and subscription to BrainPop ELL will be checked out to families in need of internet access in the home. Language Development Specialist will have administrative capacity through the digital supplier (Kajeet) and the internet class site BrainPop ELL to monitor use and progress.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,000	\$90,000	\$87,050
Source	LCFF	LCFF	Supp/Conc
Budget Reference	1xxx –	1xxx –	1000-3000: Salaries & Benefits

Amount	\$4,006	\$4,006	\$55,521
Source	LCFF	LCFF	Supp/Conc
Budget Reference	2xxx –	2xxx –	2000-2999: Classified Personnel Salaries
Amount	\$38,287	\$38,287	\$62,900
Source	LCFF	LCFF	Supp/Conc
Budget Reference	3xxx –	3xxx –	3000-3999: Employee Benefits
Amount	\$2,200	\$2,500	
Source	LCFF	LCFF	
Budget Reference	4xxx –	4xxx –	
Amount			\$1000
Source			Supp/Conc
Budget Reference			4000-4999: Books And Supplies
Amount			\$13,000
Source			Supp/Conc
Budget Reference			5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

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

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
for individuals with exceptional needs.	involvement as a means of improving services and results for their children, as measured by responses recorded on IEP notes. All parents of students with special needs and students in general education were encouraged to attend the Community Advisory Committee workshops and trainings aimed at providing parents an opportunity to learn and share with other parents who have similar experiences.	facilitates parent involvement as a means of improving services and results for their children, as measured by responses recorded on IEP notes. All parents of students with special needs and students in general education were encouraged to attend the Community Advisory Committee workshops and trainings aimed at providing parents an opportunity to learn and share with other parents who have similar experiences.	facilitates parent involvement as a means of improving services and results for their children, as measured by responses recorded on IEP notes. All parents of students with special needs and students in general education were encouraged to attend the Community Advisory Committee workshops and trainings aimed at providing parents an opportunity to learn and share with other parents who have similar experiences.	facilitates parent involvement as a means of improving services and results for their children, as measured by responses recorded on IEP notes. All parents of students with special needs and students in general education were encouraged to attend the Community Advisory Committee workshops and trainings aimed at providing parents an opportunity to learn and share with other parents who have similar experiences.
Priority 5: Pupil Engagement	Priority 5: Pupil Engagement	Priority 5: Pupil Engagement	Priority 5: Pupil Engagement	Priority 5: Pupil Engagement
5A. School Attendance	5A. Attendance rate: 98% (Verified by School Pathways SIS)	5A. Maintain or increase attendance rate.	5A. Maintain or increase attendance rate.	5A. Maintain or increase attendance rate.
5B. Chronic Absenteeism	5B. Chronic Absenteeism Rate for 2016-17: 5.4% (Verified by School Pathways SIS)	5B. Maintain or decrease chronic absenteeism rate.	5B. Maintain or decrease chronic absenteeism rate.	5B. Maintain or decrease chronic absenteeism rate.
5C. Middle School Dropout Rate	5C. Middle School Dropout Rate for 2016 - 17 2.4% (Verified by School Pathways)	5C. Maintain or decrease middle school drop-out rate.	5C. Maintain or decrease middle school drop-out rate.	5C. Maintain or decrease middle school drop-out rate.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
5D. High School Dropout Rate	5D. High School Dropout rate: (2015-16) 6.2%. (Verified by CDE Dataquest).	5D. Maintain or decrease High School dropout rate.	5D. Maintain or decrease High School dropout rate	5D. Maintain or decrease High School dropout rate.
5E. High School Graduation Rate	5E. High School graduation rate: (2015-16) 84.1%. (Verified by CDE Dataquest)	5E. Increase High School graduation rate	5E. Increase High School graduation rate	5E. Increase High School graduation rate
Priority 6: School Climate 6A. Pupil Suspension Rate	Priority 6: School Climate 6A. Suspension rate: 1.60% (Verified by CDE Dataquest)	Priority 6: School Climate 6A. Maintain or decrease suspension rate.	Priority 6: School Climate 6A. Maintain or decrease suspension rate.	Priority 6: School Climate 6A. Maintain or decrease suspension rate.
6B. Pupil Expulsion Rate	6B. Expulsion rate: 0% (Verified by CDE Dataquest)	6B. Continue to maintain expulsion rate of 0.	6B. Continue to maintain expulsion rate of 0.	6B. Continue to maintain expulsion rate of 0.
6C. Other local measures, incl. surveys of pupils, parents and teachers on safety and school connectedness.	6C. Parent Survey Results from 2016-17 Percentage of respondents who agreed or strongly agreed with the following statements: (English/Spanish respondents) VAFS school facilities are maintained in good repair: 95/100	6C. We will continue to administer school climate surveys in an effort to maintain positive results and to promote a safe learning environment. Survey results will continue to show a high level of satisfaction with the school.	6C. We will continue to administer school climate surveys in an effort to maintain positive results and to promote a safe learning environment. Survey results will continue to show a high level of satisfaction with the school.	6C. We will continue to administer school climate surveys in an effort to maintain positive results and to promote a safe learning environment. Survey results will continue to show a high level of satisfaction with the school.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Venture Academy Provides opportunities for me to participate in my child's education: 92/100 Venture Academy provides opportunities for sports and extracurricular activities: 92/75 My child feels safe at school: 87/100 My student has access to a counselor: 92/100 My child has gained self confidence while enrolled in Venture Academy: 90/100 My student has a healthy balance of schoolwork and play: 95/100 (Verified by LCAP Survey Results)			

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

- 1.1 Maintain campus safety team to support a positive and safe school culture
- 1.2 Maintain janitorial contracts
- 1.3 Hire full time school psychologist
- 1.4 Hire full time school nurse
- 1.5 Maintain counseling staff
- 1.6 Maintain Athletic Director contract
- 1.7 Maintain Automated communication system
- 1.8 Continue to mail out information to parents and students
- 1.9 Renew Jupiter grading system for parent and students access to grades and for 2-way communication between students, parents and school.
- 1.10 Provide supplies for parent workshops/meetings.

2018-19 Actions/Services

- 1.1 Maintain campus safety team to support a positive and safe school culture
- 1.2 Maintain janitorial contracts
- 1.3 Maintain full time school psychologist
- 1.4 Maintain full time school nurse
- 1.5 Increase counseling staff
- 1.6 Maintain Athletic Director contract
- 1.7 Maintain Automated communication system
- 1.8 Continue to mail out information to parents and students
- 1.9 Renew Jupiter grading system for parent and students access to grades and for 2-way communication between students, parents and school.
- 1.10 Provide supplies for parent workshops/meetings.

2019-20 Actions/Services

- 1.1 Maintain campus safety team to support a positive and safe school culture
- 1.2 Maintain janitorial contracts
- 1.3 Maintain full time school psychologist
- 1.4 Maintain full time school nurse
- 1.5 Maintain counseling staff
- 1.6 Maintain Athletic Director contract
- 1.7 Maintain Automated communication system
- 1.8 Continue to mail out information to parents and students
- 1.9 Renew Jupiter grading system for parent and students access to grades and for 2-way communication between students, parents and school.
- 1.10 Provide supplies for parent workshops/meetings.

1.11 Parents help organize and promote school-wide involvement in community events.

1.12 Promote active parental involvement of Advisory School Council

1.11 Encourage parents to help organize and promote school-wide involvement in community events.

1.12 Promote active parental involvement of Advisory School Council

1.13 Conduct parent welcome/orientation for incoming freshmen during the summer break

1.14 Create a new staff position dedicated to advancing the VAFS mission through facilitating school-wide communication and coordinating school-wide events.

1.11 Encourage parents to help organize and promote school-wide involvement in community events.

1.12 Promote active parental involvement of Advisory School Council

1.13 Conduct parent welcome/orientation for incoming freshmen during the summer break

1.14 Expand administrative team and incorporate responsibilities to improve school-wide communication into administrative team job duties.

1.15 Begin Construction on Performing Arts Theater

1.16 Renovate the Physical Education facility and upgrade equipment to promote student physical fitness and well-being.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$460,444	\$520,000	\$277,400
Source	LCFF	LCFF	Base
Budget Reference	1xxx –	1xxx –	1000-1999: Certificated Personnel Salaries
Amount	\$213,145	\$205,000	
Source	LCFF	LCFF	
Budget Reference	2xxx –	2xxx –	

Amount	\$247,512	\$316,233	\$32,893
Source	LCFF	LCFF	Base
Budget Reference	3xxx –	3xxx –	3000-3999: Employee Benefits
Amount	\$100	\$34,000	\$242,600
Source	LCFF	LCFF	Supp/Conc
Budget Reference	4xxx –	4xxx –	1000-1999: Certificated Personnel Salaries
Amount	\$16,980	\$3000	\$313,400
Source	LCFF	LCFF	Supp/Conc
Budget Reference	5xxx –	5xxx –	2000-2999: Classified Personnel Salaries
Amount			\$283,340
Source			Supp/Conc
Budget Reference			3000-3999: Employee Benefits
Amount			\$22,000
Source			Base
Budget Reference			4000-4999: Books And Supplies
Amount			\$12,000
Source			Supp/Conc
Budget Reference			4000-4999: Books And Supplies

Amount			\$330,000
Source			Supp/Conc
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

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

Modified Action

2018-19 Actions/Services

EL
 2.1 Increase communication and access for non-English speaking parents.

- Provide list of bilingual contacts and contact numbers to parents to improve communication
- Ensure that parents of EL students are able to access

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

Unchanged Action

2019-20 Actions/Services

EL
 2.1 Maintain communication and access for non-English speaking parents.

- Provide list of bilingual contacts and contact numbers to parents to improve communication
- Ensure that parents of EL students are able to access

Jupiter information in their primary language
 2.2 Continue to offer EL parent meetings in all grade levels and academies and provide all needed supplies to facilitate meetings.

Jupiter information in their primary language
 2.2 Continue to offer EL parent meetings in all grade levels and academies and provide all needed supplies to facilitate meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$36,000	\$19,000
Source	LCFF	LCFF	Base
Budget Reference	4xxx-	4xxx –	4000-5999: Supplies and Service Jupiter
Amount	\$1,200	\$19,000	\$1000
Source	LCFF	LCFF	Supp/Conc
Budget Reference	5xxx—	5xxx –	4000-4999: Books And Supplies
Amount			\$2500
Source			Supp/Conc
Budget Reference			5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$2,525,482

Percentage to Increase or Improve Services

15.72%

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

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

Venture Academy is meeting proportionality.

In addition to the basic services that Venture Academy provides to all students, without regard to their status as English Learners, Low income or Foster Youth, Venture Academy provides a number of additional services and supports that are directed towards the needs of unduplicated pupils in order to increase or improve services by at least 15.72% relative to services provided to all students—in proportion to the supplemental and concentration grant funds provided by the LCFF.

It is important to recognize that over 50% of Venture Academy pupils are unduplicated pupils. California Schools dashboard data and our local data show that unduplicated pupils struggle in the following areas: meeting or exceeding standards in English Language Arts and Math as measured by the CAASPP, attainment of reclassification status as fully English proficient, and in achieving college and career readiness.

Although the programs identified in our LCAP as contributing to increased or improved services are principally directed towards the needs of these pupils, most of Venture Academy's students have similar needs, and our goals for their success are the same. Therefore, all of our services and actions in the LCAP draft contribute to increased or improved services for students charter-wide.

For Goal 1:

Action Steps 1.1- 1.11, 1.15-1.18 1.19,1.20-1.23, 1.25 and 1.28 are directed towards the needs of all students at the respective grade levels.

Action Steps 1.13, 1.14, 1.18, and 1.23, 1.27 support the expansion of the AVID Program. The percentage of unduplicated students served in the AVID Program is higher than the percentage of unduplicated students school-wide. Therefore, the actions and services related to the AVID Program are primarily directed towards unduplicated pupils.

A high percentage of unduplicated pupils are identified as eligible for Read 180 interventions; therefore, the continuation of this program (Action Step 1.24) is directed primarily towards unduplicated pupils.

Action Step 1.12 is directed primarily towards the needs of Low Income students, but breakfast will be provided to all students free of charge.

All Students

1.1 Continue to hire fully qualified staff

1.2 Provide Staff Development for staff

1.3 Continue ALEKS licensing and other Math remediation support as needed.

1.4 Continue Licensing for EdPerformance or other on-line schoolwide assessment program to measure and support student academic growth

1.5 Update technology to support student learning

1.6 Purchase additional state aligned texts as they become available

1.7 Purchase additional literature to support student learning

1.8 Based on review of data, continue services with Math inservices and maintain Math teacher contract.

1.9 Provide general academic supplies for all academies

1.10 Design and implement strategies to inform parents about college and career pathways

1.11 Maintain facilities in good repair

1.12 Provide breakfast to all students who attend on-site classes.

1.13 Provide additional release time for AVID Site Coordinator to support the AVID Program throughout the school year.

1.14 Train an additional staff member for AVID District Director Responsibilities.

High School

1.15 Continue to offer students, including those in target student groups, greater exposure to college information including application process, college programs, financial aid, and scholarships through workshops and field trips to universities. (S/C)

1.16 Continue to Purchase AP test prep materials.

1.17 Provide opportunities for AP training.

1.18 Expand the AVID elective courses to accommodate student needs as program schedules allow and implement AVID strategies in multiple content areas.

1.19 Implement Math Diagnostic Testing Project (MDTP) at the high school level to assess readiness for Math Courses and to address areas of weakness.

1.20 Provide release time and/or additional compensation to provide opportunities for High School Math teachers to evaluate student readiness and design class schedules to address student needs.

Middle School

1.21 Purchase literature to support student learning

1.22 Purchase art supplies

1.23 Provide additional professional development to middle school teachers to implement AVID strategies in content areas

1.24 Continue Scholastic Read 180 Program for targeted middle school students.

Elementary School

1.25 Continue online/computer-based tutorials.

1.26 Continue Scholastic Reading program.

1.27 Based on review of data, implement AVID in the first grade Ventureland classrooms.

1.28 Dedicate full time position to support the implementation of the Next generation Science Standards at the elementary and middle school level.

Action Steps 3.1-3.7 are primarily directed at the needs of EL students.

3.1 Maintain tutoring/support for EL students,

- continue bilingual college tutoring for high school students,
- maintain after school academic support for middle school students
- maintain after school tutoring through Latinos in Action for elementary level students.
- provide in-class support for elementary students identified by ELPAC and school-wide local data as highest needs students.

3.2 Continue EL parent meetings with bilingual interpreters

3.3 Continue "Latinos in Action" (LIA)

3.4 VAFS Language Development Leader will provide professional development in best EL instructional practices to site teams .

3.5 Continue "Summer Bridge" program for third grade EL students to prepare them for success in the upcoming school year.

3.6 Formally recognize pupil achievement for success in Reading Counts, Reclassification as English Proficient, and Seal of Biliteracy.

3.7 Conduct "connectivity" pilot program over a 6 month period (May – Oct.) in the early 2019/20 school year. Ten computers, hot spots, data plans and subscription to BrainPop ELL will be checked out to families in need of internet access in the home. Language Development Specialist will have administrative capacity through the digital supplier (Kajeet) and the internet class site BrainPop ELL to monitor use and progress.

For Goal 2:

Action Steps 1.1--1.15 are directed towards the needs of all students at the respective grade levels.

1.1 Maintain campus safety team to support a positive and safe school culture

1.2 Maintain janitorial contracts

1.3 Maintain full time school psychologist

1.4 Maintain full time school nurse

1.5 Maintain counseling staff

1.6 Maintain Athletic Director contract

1.7 Maintain Automated communication system

1.8 Continue to mail out information to parents and students

1.9 Renew Jupiter grading system for parent and students access to grades and for 2-way communication between students, parents and school.

1.10 Provide supplies for parent workshops/meetings.

1.11 Encourage parents to help organize and promote school-wide involvement in community events.

1.12 Promote active parental involvement of Advisory School Council

1.13 Conduct parent welcome/orientation for incoming freshmen during the summer break

1.14 Expand administrative team and incorporate responsibilities to improve school-wide communication into administrative team job duties.

1.15 Begin Construction on Performing Arts Theater

1.16 Renovate the physical education facility to promote student physical fitness and well-being.

Action Steps 3.1-3.7 are primarily directed at the needs of EL students.

2.1 Maintain communication and access for non-English speaking parents.

- Provide list of bilingual contacts and contact numbers to parents to improve communication
- Ensure that parents of EL students are able to access Jupiter information in their primary language

2.2 Continue to offer EL parent meetings in all grade levels and academies and provide all needed supplies to facilitate meetings.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$2,882,363

Percentage to Increase or Improve Services

18.32%

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

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

Our charter is 63% unduplicated, which makes it a Charter-wide charter. We plan to use the funds to support the following:

The following actions and services are incorporated in Goal 1:

All Students

1.1 Continue to hire fully qualified staff

1.2 Provide Staff Development for staff

1.3 Continue ALEKS licensing and other Math remediation support as needed.

1.4 Continue Licensing for EdPerformance or other on-line schoolwide assessment program to measure and support student academic growth

1.5 Update technology to support student learning

1.6 Purchase additional state aligned texts and materials as they become available, including curriculum and materials that support New Generation Science Standards and the new Social Studies Frameworks

1.7 Purchase additional literature to support student learning

1.8 Provide a series of Math ins-services through SJCOE Educational Services Department and hire Math teacher to provide targeted instruction for high school students identified through VAFS Mathematics Placement Protocol and to facilitate Math instruction at the elementary and middle school levels.

1.9 Provide general academic supplies for all academies

1.10 Design and implement strategies to inform parents about college and career pathways

1.11 Facilities maintained in good repair

High School

1.12 Continue to offer students, including those in target student groups, greater exposure to college information including application process, college programs, financial aid, and scholarships through workshops and field trips to universities.

1.13 Continue to Purchase AP test prep materials.

1.14 Provide opportunities for AP training

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

Middle School

1.16 Purchase literature to support student learning

1.17 Purchase art supplies

1.18 Expand the AVID elective courses to accommodate student needs in the 8th grade VISA program and implement AVID strategies in multiple content areas

1.19 Implement Scholastic Read 180 Program

Elementary School

1.20 Continue online/computer-based tutorials.

1.21 Continue Scholastic Reading program.

1.22 Based on review of data, implement AVID in third grade Ventureland classrooms

Special Education

2.1 Continue to hire fully qualified staff

2.2 Provide assessment materials for Special Education

2.3 Provide appropriate technology to support students with disabilities

2.4 Hire additional full time teacher

EL Students

3.1 Expand tutoring for EL students,

- continue bilingual college tutoring for high school students,
- expand after school academic support for middle school students
- implement after school tutoring through Latinos in Action for elementary level students.

3.2 Continue EL parent meetings with bilingual interpreters

3.3 Continue the use of Rosetta Stone to support EL students in the Independent Study Program

3.4 Provide access to Rosetta Stone to support parents pursuing English proficiency

3.5 Implement "Latinos in Action" (LIA)

3.6 VAFS Language Development Leader will provide professional development in best EL instructional practices to site teams .

3.7 Pilot "Summer Bridge" program for third grade EL students to prepare them for success in the upcoming school year.

3.8 Formally recognize pupil achievement for success in Reading Counts, Reclassification as English Proficient, and Seal of Biliteracy.

The following actions and services are incorporated in Goal 2:

1.1 Maintain campus safety team to support a positive and safe school culture

1.2 Maintain janitorial contracts

1.3 Maintain full time school psychologist

1.4 Maintain full time school nurse

1.5 Increase counseling staff

1.6 Maintain Athletic Director contract

1.7 Maintain Automated communication system

1.8 Continue to mail out information to parents and students

1.9 Renew Jupiter grading system for parent and students access to grades and for 2-way communication between students, parents and school.

1.10 Provide supplies for parent workshops/meetings.

1.11 Encourage parents to help organize and promote school-wide involvement in community events.

1.12 Promote active parental involvement of Advisory School Council

1.13 Conduct parent welcome/orientation for incoming freshmen during the summer break

1.14 Create a new staff position dedicated to advancing the VAFS mission through facilitating school-wide communication and coordinating school-wide events.

EL

2.1 Increase communication and access for non-English speaking parents.

- Provide list of bilingual contacts and contact numbers to parents to improve communication
- Ensure that parents of EL students are able to access Jupiter information in their primary language

2.2 Continue to offer EL parent meetings in all grade levels and academies and provide all needed supplies to facilitate meetings.

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

We will continue to improve services for target populations. Language Development Leader will expand services for EL students, including greater access to after-school support and implementation of the Latinos in Action Project. A reading intervention program (Scholastic Read 180) will be implemented for students who demonstrate a need for increased support. We will hire an additional counselor to support student mental and social health. The AVID Program will be expanded at the middle and elementary school level to enhance college preparedness.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$2,781,286

Percentage to Increase or Improve Services

20.22%

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

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

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

The following services are incorporated into Goal 1 actions:

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

The following actions and services are incorporated into Goal 2 actions

- Maintain a team of campus safety technicians and monitors
- Maintain janitorial contracts
- Maintain professional counseling staff
- Hire full time school psychologist

- Hire full time school nurse
- Maintain Athletic Director contract
- Maintain Automated communication system
- Continue to mail out information to parents and students
- Renew Jupiter grading system for parent and students access to grades and for 2-way communication between students, parents and school
- Provide supplies for parent workshops/meetings
- Encourage parent involvement through the Advisory School Council
- Increase communication and access for non-English Speaking parents

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

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

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “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).

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

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “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).

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	13,669,862.00	13,938,932.00	13,127,266.00	13,669,862.00	14,254,870.00	41,051,998.00
Base	0.00	0.00	0.00	0.00	11,372,661.00	11,372,661.00
LCFF	13,669,862.00	13,938,932.00	13,127,266.00	13,669,862.00	0.00	26,797,128.00
Supp/Conc	0.00	0.00	0.00	0.00	2,882,209.00	2,882,209.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	13,669,862.00	13,938,932.00	13,127,266.00	13,669,862.00	14,254,870.00	41,051,998.00
	13,669,862.00	13,938,932.00	13,127,266.00	13,669,862.00	0.00	26,797,128.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	0.00	0.00	7,232,774.00	7,232,774.00
1000-3000: Salaries & Benefits	0.00	0.00	0.00	0.00	87,050.00	87,050.00
2000-2999: Classified Personnel Salaries	0.00	0.00	0.00	0.00	1,742,427.00	1,742,427.00
3000-3999: Employee Benefits	0.00	0.00	0.00	0.00	3,447,585.00	3,447,585.00
4000-4999: Books And Supplies	0.00	0.00	0.00	0.00	973,834.00	973,834.00
4000-5999: Supplies and Service	0.00	0.00	0.00	0.00	19,000.00	19,000.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	0.00	0.00	752,200.00	752,200.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	13,669,862.00	13,938,932.00	13,127,266.00	13,669,862.00	14,254,870.00	41,051,998.00
	LCFF	13,669,862.00	13,938,932.00	13,127,266.00	13,669,862.00	0.00	26,797,128.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	0.00	0.00	6,604,714.00	6,604,714.00
1000-1999: Certificated Personnel Salaries	Supp/Conc	0.00	0.00	0.00	0.00	628,060.00	628,060.00
1000-3000: Salaries & Benefits	Supp/Conc	0.00	0.00	0.00	0.00	87,050.00	87,050.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	0.00	0.00	1,009,850.00	1,009,850.00
2000-2999: Classified Personnel Salaries	Supp/Conc	0.00	0.00	0.00	0.00	732,577.00	732,577.00
3000-3999: Employee Benefits	Base	0.00	0.00	0.00	0.00	2,856,563.00	2,856,563.00
3000-3999: Employee Benefits	Supp/Conc	0.00	0.00	0.00	0.00	591,022.00	591,022.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	0.00	504,834.00	504,834.00
4000-4999: Books And Supplies	Supp/Conc	0.00	0.00	0.00	0.00	469,000.00	469,000.00
4000-5999: Supplies and Service	Base	0.00	0.00	0.00	0.00	19,000.00	19,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	0.00	377,700.00	377,700.00
5000-5999: Services And Other Operating Expenditures	Supp/Conc	0.00	0.00	0.00	0.00	374,500.00	374,500.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	12,536,629.00	12,656,414.00	12,182,885.00	12,536,629.00	12,718,737.00	37,438,251.00
Goal 2	1,133,233.00	1,282,518.00	944,381.00	1,133,233.00	1,536,133.00	3,613,747.00
Goal 3			0.00	0.00	0.00	0.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00
Goal 9			0.00	0.00	0.00	0.00
Goal 10			0.00	0.00	0.00	0.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					