# Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

| LEA Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Valley View Charter Prep | John Mittan<br>Director for Valley View Charter Prep | jmittan@valleyviewcharter.org<br>209-323-9624 |

# 2017-20 Plan Summary
## The Story
Describe the students and community and how the LEA serves them.

Introduction: Valley View Charter Prep is authorized under the New Jerusalem Elementary School District. The school was authorized in January 2014 and began serving students in August of the same year. The current ADA is 530 students. The school operates as an Independent Study/Homeschool Charter program serving K-12th grades. In keeping with a homeschool/independent study model, Valley View does not maintain a site-based learning facility. The school is governed by Pacific Charter Institute's (a non-profit) Board of Directors. VVCP is accredited by the Western Association of Schools and Colleges (WASC) and is an active member California Charter Schools Association and Charter School Development Center. Our significant student demographics consist of 23% Educationally Disadvantaged, 6% Special Education, 7% ELL and RFEP group. We also have 9.4% Hispanic ethnicity and 8.6 African American students of our total student populace. Consistently these specific subgroups are the target of our school-wide learning goals for our Local Control Accountability Plan, WASC and individual Site Plan.  100% of our seniors graduate on time and of those 100% have completed an approve CTE certificate or a full complement of A-G course work. Valley View Charter Prep had no suspensions.

Demographic Snapshot
VVCP Spring of 2018
6% SPED

8.6% African American, 9.4% Hispanic
23% Socio-economically disadvantaged
7% ELL or RFEP

Vision
Developing educated individuals who will spread the wealth of knowledge worldwide in a meaningful way.

Mission
Valley View Charter Prep empowers students to take charge of their education by connecting their individual needs and interests to a rigorous learning plan, creating responsible citizens, critical problem-solvers, and lifelong learners.

Goals
The following strategic focuses align with the Vision and Mission of Valley View Charter Prep:
1. Create excellence for every student through the school Mission Statement.
2. Student retention and loyalty based on customer-driven quality.
3. Enhance operational performance through capacity, sustainable and flexibility to serve students
4. Build the strength of the school through knowledge sharing and high expectations from each staff member.
5. Increase VVCP's visibility and contributions to education through partnerships and sharing of best practices.



# LCAP Highlights

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

Key features of this year's LCAP include (1.) Valley View's continued efforts to increase academic achievement through a systematized progress monitoring program, (2.) the creation of a career exploration certificate program, and (3.) a robust parent engagement campaign.

# Review of Performance

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

## Greatest Progress

Based on a review of performance on state indicators and local self-assessment tools, Valley View Charter Prep has identified our greatest progress was our continued efforts to progress monitor students in need. When projecting proficiency on CAASPP using winter NWEA MAP assessments,

Valley View Students whose scores met or exceeded standards grew by approximately 2 percent compared to 2017 CAASPP scores. The table below describes predicted proficiency in mathematics on CAASPP based on 2018 winter NWEA MAP assessments.

| Grade | Student Count | Level 1 | | Level 2 | | Level 3 | | Level 4 | |
|---|---|---|---|---|---|---|---|---|---|
| | | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 3 | 51 | 12 | 23.5% | 12 | 23.5% | 15 | 29.4% | 12 | 23.5% |
| 4 | 45 | 6 | 13.3% | 19 | 42.2% | 11 | 24.4% | 9 | 20.0% |
| 5 | 45 | 16 | 35.6% | 18 | 40.0% | 2 | 4.4% | 9 | 20.0% |
| 6 | 37 | 9 | 24.3% | 12 | 32.4% | 8 | 21.6% | 8 | 21.6% |
| 7 | 34 | 11 | 32.4% | 12 | 35.3% | 7 | 20.6% | 4 | 11.8% |
| 8 | 32 | 12 | 37.5% | 11 | 34.4% | 4 | 12.5% | 5 | 15.6% |
| Total | 244 | 66 | 27.0% | 84 | 34.4% | 47 | 19.3% | 47 | 19.3% |

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

## Greatest Needs

Valley View Charter Prep's overall performance was not in the "Red" or "Orange" performance categories in Math or ELA. Based on LCFF Evaluation Rubrics and review of local performance indicators, Valley View has identified (1.) the continued progress monitoring of academic achievement, (2.) parent engagement, and (3.) the refinement of student preparation for college and career readiness as areas of greatest school-wide need.

| LEVEL | Declined Significantly by more than 15 points | Declined by 5 to 15 points | Maintained Declined by less than 3 point or Increased by less than 3 points | Increased by 3 to less than 15 points | Increased Significantly by 15 points or more |
|---|---|---|---|---|---|
| Very High 35 or more points above | Green (None) | Green (None) | Blue (None) | Blue (None) | Blue (None) |
| High zero points to less than 35 points above | Green (None) | Green (None) | Green (None) | Green (None) | Blue (None) |
| Medium 25 points below to zero | Yellow (None) | Yellow (None) | Yellow (None) | Green (None) | Green (None) |
| Low More than 25 points below to 95 points below | Orange (None) | Orange (None) | Orange (None) | Yellow • All Students (School Placement) • White | Yellow • Socioeconomically Disadvantaged • Hispanic |
| Very Low More than 95 points below | Red (None) | Red (None) | Red (None) | Orange (None) | Orange (None) |

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

## Performance Gaps

After reviewing LCFF Evaluation Rubrics and project proficiency on CAASPP using fall vs. winter NWEA MAP results (see mathematics results below), Valley View Students whose scores in mathematics "nearly met" standards grew from 32% to 35%.

| Grade | Student Count | Level 1 Count | Level 1 Percent | Level 2 Count | Level 2 Percent | Level 3 Count | Level 3 Percent | Level 4 Count | Level 4 Percent |
|-------|---------------|---------------|-----------------|---------------|-----------------|---------------|-----------------|---------------|-----------------|
| 3 | 51 | 12 | 23.5% | 12 | 23.5% | 15 | 29.4% | 12 | 23.5% |
| 4 | 45 | 6 | 13.3% | 19 | 42.2% | 11 | 24.4% | 9 | 20.0% |
| 5 | 45 | 16 | 35.6% | 18 | 40.0% | 2 | 4.4% | 9 | 20.0% |
| 6 | 37 | 9 | 24.3% | 12 | 32.4% | 8 | 21.6% | 8 | 21.6% |
| 7 | 34 | 11 | 32.4% | 12 | 35.3% | 7 | 20.6% | 4 | 11.8% |
| 8 | 32 | 12 | 37.5% | 11 | 34.4% | 4 | 12.5% | 5 | 15.6% |
| Total | 244 | 66 | 27.0% | 84 | 34.4% | 47 | 19.3% | 47 | 19.3% |

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

## Increased or Improved services

Valley View Charter Prep will increase or improve services for low-income students, English Learners, and foster youth by providing targeted academic progress monitoring for academically struggling students, increasing parent engagement opportunities, and increasing college and career pathways.

# Budget Summary

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

| DESCRIPTION | AMOUNT |
|-------------|--------|
| Total General Fund Budget Expenditures For LCAP Year | $5,030,069.00 |
| Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year | $292,000.00 |

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

In addition to expenditures associated with supplemental and concentration funds, Valley View has identified the use of General Fund Budget Expenditures to support LCAP goals. These expenditures will support staff salaries, curriculum purchases, and school operations.

| DESCRIPTION | AMOUNT |
|-------------|--------|
| Total Projected LCFF Revenues for LCAP Year | $4,638,059.00 |

# Annual Update

**LCAP Year Reviewed:** **2017-18**

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

# Goal 1

Students will show high levels of proficiency in the Common Core Standards for Mathematics.

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 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Students at Valley View Charter Prep, including those in numerically significant subgroups (6% SPED, 8.6% African American, 9.4% Hispanic , 23% Socio-economically disadvantaged, 7% ELL or RFEP), will show measurable progress In mathematics on state mandated assessments or NWEA-MAP or LEA Benchmark Assessments.<br><br>**17-18**<br>Students at Valley View Charter Prep, including those in numerically significant subgroups, will show measurable progress In mathematics on state mandated assessments or NWEA-MAP or LEA Benchmark Assessments. | When projecting math proficiency on CAASPP using 2017 CAASPP scores (image right) vs. winter 2018 NWEA MAP projected proficiency results, Valley View Students whose scores "exceeded" standards grew from 17.8% to 19.3%. Overall, students who "met" or "exceed" standards grew from 37.44% (2016 CAASPP) to 38.60% (winter 2018 NWEA MAP projected proficiency.) |

|  | Expected | Actual |
|---|---|---|
| | **Baseline**<br>27% of those tested in math and 10% of those tested in reading scoring below the 31st percentile. | |

## Actions / Services

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

## Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics.<br><br>• Use of NWEA-MAP (for all 2-11th grade students)<br>• Use of Illuminate to monitor student progress on district benchmarks or assessments associated to Math classes or grade levels. | All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics.<br><br>• Use of NWEA-MAP (for all 2-11th grade students)<br>• Use of Illuminate to monitor student progress on district benchmarks or assessments associated to Math classes or grade levels. | .5 FTE intervention specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $ 40,000<br><br>California Common Core Standards aligned curriculum and online academic support programs. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $22,000<br><br>Staff laptops 4000-4999: Books And Supplies Supplemental and Concentration $30,000<br><br>PLTW class supplies 4000-4999: Books And Supplies Supplemental and Concentration $10,000 | .5 FTE intervention specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $ 40,000<br><br>California Common Core Standards aligned curriculum and online academic support programs. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $22,000<br><br>Staff laptops 4000-4999: Books And Supplies Supplemental and Concentration $30,000<br><br>PLTW class supplies 4000-4999: Books And Supplies Supplemental and Concentration $10,000 |

## Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|

| Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned. <br>• The use of Edmentum products will be available for all students as deemed applicable. <br>• A minimum of 4 virtual learning classes that support A-G mathematics courses will be encompassed as course offerings for VVCP 7-12th grade students. <br>• PCI Academic Support Specialists will work with VVCP Instructional Staff and leadership to develop an online virtual platform to deliver a single and /or multiple high school, college preparatory subject(s) (i.e. Mathematics, Science or STEM related content area.) | Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned. <br>• The use of Edmentum products will be available for all students as deemed applicable. <br>• A minimum of 4 virtual learning classes that support A-G mathematics courses will be encompassed as course offerings for VVCP 7-12th grade students. <br>• PCI Academic Support Specialists will work with VVCP Instructional Staff and leadership to develop an online virtual platform to deliver a single and /or multiple high school, college preparatory subject(s) (i.e. Mathematics, Science or STEM related content area.) | Software/ hardware for a remote high school classroom 4000-4999: Books And Supplies Supplemental and Concentration $10,000 | Software/ hardware for a remote high school classroom 4000-4999: Books And Supplies Supplemental and Concentration $10,000 |

## Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Teachers will be supported through professional development that is aligned to Common Core Standards and instruction. <br>• A minimum of 2 professional developments opportunities annually will be available for all instructional staff to further | Teachers will be supported through professional development that is aligned to Common Core Standards and instruction. <br>• A minimum of 2 professional developments opportunities annually will be available for all instructional staff to further | Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $ 8,000 | Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $ 8,000 |

| | |
|---|---|
| develop their skill for instruction aligned to common core.<br>• All teachers who have not cleared their professional credential, are placed in an induction program to meet the highly qualified status.<br>• All K-12th teachers will be trained with the use of in board-approved curriculum in mathematics and English Language Arts. | develop their skill for instruction aligned to common core.<br>• All teachers who have not cleared their professional credential, are placed in an induction program to meet the highly qualified status.<br>• All K-12th teachers will be trained with the use of in board-approved curriculum in mathematics and English Language Arts. |

# Analysis

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

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

The overall implementation of actions/services to achieve goal 1 progressed well. All students scoring in the 31st percentile or below in NWEA map received a laptop and were progress monitored weekly in a common core aligned curriculum in math and/or ELA. Additionally, Valley View Charter Prep offered 5 college preparatory math classes through the virtual platform and 2 virtual CP science classes.

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

The overall effectiveness of the actions/services to achieve goal 1 as measured by the NWEA MAP was successful. 38% of VVCP Students in math and 61% in reading scored in the 70th percentile or above on the winter NWEA benchmark.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgets expenditures met the actual estimated 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.

No changes were made to this goal.

# Annual Update

**LCAP Year Reviewed:** **2017-18**

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

# Goal 2

Valley View Charter Prep will expand opportunities for high school students to become college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities:    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**<br>VVCP will coordinate with outreach programs and local community and 4 year colleges to initiate college tours as demonstrated by agendas and sign-ins. Although 100% of our seniors graduate on time and of those all seniors have completed an approve CTE certificate or a full complement of A-G course work, Valley View Charter Prep will increase students who meet individual A-G course requirements. VVCP Staff will also offer a CTE online certificate program as demonstrated by the course enrollment.<br><br>**17-18**<br>VVCP will coordinate with outreach programs and local community and 4 year colleges to initiate college tours as demonstrated by agendas and sign-ins. VVCP will increase students who meet individual A-G course requirements. VVCP Staff will also offer a CTE online certificate program as demonstrated by the course enrollment. | VVCP presented workshops on IS high school orientations, transitioning to college/career and financial aid as demonstrated by agendas and sign-ins. VVCP Staff collaborated in developing a CTE online program as demonstrated by the creation of a new course description. |

|                          | Expected | Actual |
| ------------------------ | -------- | ------ |

| Expected | Actual |
| -------- | ------ |
| **Baseline**<br>VVCP offered two college tours last year. Less than 10% of students completed a full complement of A-G coursework, however 95% of seniors complete a CTE online certificate program. | |

## 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<br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
| --------------------------- | -------------------------- | ------------------------ | -------------------------------- |
| "TRANSITIONS" PROGRAM<br><br>• Academic Counselor will coordinate with outreach programs and local community and 4 year colleges to initiate college tours. Each semester students will be encouraged to participate in one or more tours.<br>• Academic Counselor attends counselor workshops and college tours to provide recent information on college and career development opportunities.<br>• Regional counseling meetings 2x a year.<br>• Counseling is developing a pacing guide.<br>• Valley View Charter Prep will increase students who meet individual A-G course requirements through increased enrollment in VVCP A-G college preparatory coursework, third party CP | "TRANSITIONS" PROGRAM<br><br>• Academic Counselor will coordinate with outreach programs and local community and 4 year colleges to initiate college tours. Each semester students will be encouraged to participate in one or more tours.<br>• Academic Counselor attends counselor workshops and college tours to provide recent information on college and career development opportunities.<br>• Regional counseling meetings 2x a year.<br>• Counseling is developing a pacing guide.<br>• Valley View Charter Prep will increase students who meet individual A-G course requirements through increased enrollment in VVCP A-G college preparatory coursework, third party CP | Academic Counselor/HS Dean 1000-1999: Certificated Personnel Salaries LCFF $75,000 | Academic Counselor/HS Dean 1000-1999: Certificated Personnel Salaries LCFF $75,000 |

coursework, community college enrollment, and demonstration of mastery through examination (SAT, College Board subject test, etc.)

coursework, community college enrollment, and demonstration of mastery through examination (SAT, College Board subject test, etc.)

## Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Valley View Charter Prep will expand opportunities for high school students to become college ready. | Valley View Charter Prep will expand opportunities for high school students to become college ready. | A-G curriculum and supplies 4000-4999: Books And Supplies Supplemental and Concentration $ 15,000 | A-G curriculum and supplies 4000-4999: Books And Supplies Supplemental and Concentration $ 15,000 |
| | | Study Sync 4000-4999: Books And Supplies Supplemental and Concentration $10,000 | Study Sync 4000-4999: Books And Supplies Supplemental and Concentration $10,000 |

# Analysis

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

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

The overall implementation of actions/services to achieve goal 2 progressed well. The VVCP Academic Counselor coordinated with outreach programs and local community and 4 year colleges to initiate college tours. Each semester students were encouraged to participate in one or more tours. Academic Counselor attended counselor workshops and college tours to provide recent information on college and career development opportunities. Regional counseling meetings were offered 2x a year. Additionally, VVCP offered a CTE online certificate program.

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

The overall effectiveness of the actions/services to achieve the goal as measured by participation and completion rates in career exportation elective course was successful. 95 % of 11th and 12th grade students completed this course by graduation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgets expenditures met the actual estimated 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.

No changes were made to this goal.

# Annual Update

**LCAP Year Reviewed:**  **2017-18**

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

# Goal 3

Valley View Charter Prep will continue to expand opportunities that allow parents to personally engage in their children's learning and empower our stakeholders to further connect with their school.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

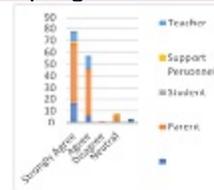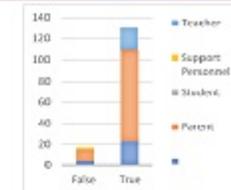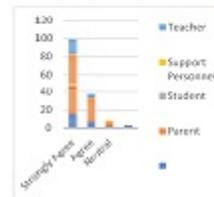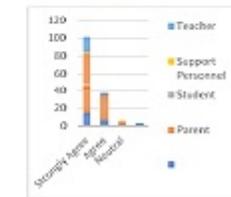| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Valley View will expand community building, collaboration and communication with stakeholders. Furthermore, VVCP will uniting parents with staff in a variety of venues throughout the year.<br><br>**17-18**<br>Valley View will expand community building, collaboration and communication with stakeholders. Furthermore, VVCP will uniting parents with staff in a variety of venues throughout the year.<br><br>**Baseline**<br>VVCP offered 10 field trips and two parent fairs. Additionally, we held quarterly Parent Advisory Committee (PAC) meetings. | LCAP survey indicate parents feel welcome at Valley View. Below is a sampling from the survey.<br><br><br>Figure 2. Count of Communication between the school and home occurs regularly.<br><br>Figure 5. Count of Relationship of the teacher to student and family<br><br>Figure 3. Count of I feel welcomed at my school.<br><br>Figure 6. Count of School support staff are courteous and helpful. |

## 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 |
|---|---|---|---|
| VVCP will expand stakeholder outreach.<br>• Ongoing professional development for instructional staff in the use of the zoom online platform to support student learning and communicate with parents<br>• Ongoing professional development for parents involved in the parent advisory in the use of the zoom online platform.<br>• Expansion of parent fairs to fall and winter/spring<br>• Development of monthly extra-curricular activities (Field Trips)<br>• Monthly newsletters | VVCP will expand stakeholder outreach.<br>• Ongoing professional development for instructional staff in the use of the zoom online platform to support student learning and communicate with parents<br>• Ongoing professional development for parents involved in the parent advisory in the use of the zoom online platform.<br>• Expansion of parent fairs to fall and winter/spring<br>• Development of monthly extra-curricular activities (Field Trips)<br>• Monthly newsletters | Facilities   LCFF $ 2000<br><br>Parent liaison support Supplemental and Concentration $10,000 | Facilities   LCFF $ 2000<br><br>Parent liaison support Supplemental and Concentration $10,000 |

# Analysis

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

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

The overall implementation of actions/services to achieve goal 3 changed towards the spring of 2018. In the fall, the parent advisory committee met through an online platform. However, it was recognized by stakeholders that there was a need to more broadly engage more parents in a face-to-face setting. From this recommendation VVCP staff organized and held its first parent fair during winter/spring testing so that parents could be made aware of VVCP services and activities.

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

The overall effectiveness of the actions/services to achieve goal 3 as measured by the Valley View was mixed. In terms of establishing a platform to engage parents in a broad manner, the development of a parent fair made goal 3 a success. However, endeavors to build a robust parent advisory committee stalled in the spring semester because staff attention turned to establishing the fair.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgets expenditures met the actual estimated 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.

As a result of this analysis, Valley View added a parent fair in the spring to this goal. As a result, stakeholder attention became focused on the organization and subsequent outcomes of the parent fair as they relate to parent engagement.

# Stakeholder Engagement

LCAP Year: **2018-19**

## Involvement Process for LCAP and Annual Update

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

The Director of Valley View Charter Prep (VVCP) has held multiple LCAP meetings with stakeholders (including parents, pupils, teachers, other school personnel, and other school administrators.) At these meetings, school leadership addressed the description of the LCAP process, explained the LCAP template, progress toward meeting annual goals, and discussed future LCAP goals. Annually, Valley View School Surveys all its stakeholders (including parents, pupils, teachers, other school personnel, and other school administrators.) A majority of the questions in the surveys are directly aligned to the 8 Basic State Priorities. Data from the survey and stakeholders meetings were reviewed and discussed. High priority status pertaining to student performance, attendance, school facilities, and school climate and course offerings were taken regarding the school's needs and areas for growth. This information was compiled and the district LCAP was written based from these identified needs. Adjustments to the draft LCAP were made and the final plan was provided to the Board of Directors for approval at a regularly scheduled Board meeting in June.

## Impact on LCAP and Annual Update

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

Utilizing surveys and stakeholder meetings aligned to the Basic 8 State priorities has allowed staff, students and parents the opportunity to directly weigh in on the progress monitoring of this year's LCAP plan and the forming of next year's LCAP goals and plan.

# 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 at Valley View Charter Prep, including those in numerically significant subgroups (6% SPED, 8.6% African American, 9.4% Hispanic , 23% Socio-economically disadvantaged, 7% ELL or RFEP), will show high levels of proficiency in the Common Core Standards for Mathematics.

## 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 5: Pupil Engagement (Engagement)
                       Priority 6: School Climate (Engagement)
                       Priority 7: Course Access (Conditions of Learning)
                       Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Identified Need:

While 39% of those tested in math at the 2018 winter NWEA benchmark scored 70th percentile or above, we still have 27% of those tested in math scoring below the 31st percentile.

## Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Students at Valley View Charter Prep, including those in numerically significant subgroups ( (6% SPED, 8.6% | 28% of those tested in math and 10% of those tested in reading scoring below the 31st percentile. | Students at Valley View Charter Prep, including those in numerically significant subgroups, will show measurable | Students at Valley View Charter Prep, including those in numerically significant subgroups, will show measurable | Students at Valley View Charter Prep, including those in numerically significant subgroups, will show measurable |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| African American, 9.4% Hispanic , 23% Socio-economically disadvantaged, 7% ELL or RFEP), will show measurable progress In mathematics on state mandated assessments or NWEA-MAP or LEA Benchmark Assessments. | | progress In mathematics on state mandated assessments or NWEA-MAP or LEA Benchmark Assessments. | progress In mathematics on state mandated assessments or NWEA-MAP or LEA Benchmark Assessments. | progress In mathematics on state mandated assessments or NWEA-MAP or LEA Benchmark Assessments. |

# 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)

All
[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[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
Low Income
[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[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 |
|---|---|---|
| Modified Action | Modified Action | Modified Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics.<br><br>• Use of NWEA-MAP (for all 3-11th grade students)<br>• Use of Illuminate to monitor student progress on district benchmarks or assessments associated to Math classes or grade levels. | All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics.<br><br>• Use of NWEA-MAP (for all 3-11th grade students)<br>• Use of Illuminate to monitor student progress on district benchmarks or assessments associated to Math classes or grade levels. | All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics.<br><br>• Use of NWEA-MAP (for all 3-11th grade students)<br>• Use of Illuminate to monitor student progress on district benchmarks or assessments associated to Math classes or grade levels. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $ 40,000 | $ 40,000 | $ 40,000 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>.5 FTE intervention specialist | 1000-1999: Certificated Personnel Salaries<br>.5 FTE intervention specialist | 1000-1999: Certificated Personnel Salaries<br>.5 FTE intervention specialist |
| Amount | $22,000 | $22,000 | $22,000 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>California Common Core Standards aligned curriculum and online academic support programs. | 5000-5999: Services And Other Operating Expenditures<br>California Common Core Standards aligned curriculum and online academic support programs. | 5000-5999: Services And Other Operating Expenditures<br>California Common Core Standards aligned curriculum and online academic support programs. |

| | | | |
|---|---|---|---|
| Amount | | $60,000 | $60,000 |
| Source | | Concentration | Concentration |
| Budget Reference | | 4000-4999: Books And Supplies Intervention laptops | 4000-4999: Books And Supplies Intervention laptops |
| Amount | $30,000 | $10,000 | $10,000 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Staff laptops | 4000-4999: Books And Supplies Staff laptons | 4000-4999: Books And Supplies Staff laptops |
| Amount | $10,000 | $5,000 | $5,000 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies PLTW class supplies | 4000-4999: Books And Supplies PLTW class supplies | 4000-4999: Books And Supplies PLTW class supplies |
| Amount | | $30,000 | $30,000 |
| Source | | Concentration | Concentration |
| Budget Reference | | 4000-4999: Books And Supplies Testing computers | 4000-4999: Books And Supplies Testing computers |

## 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)

All
[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners | LEA-wide | All Schools |
|---|---|---|
| Foster Youth | [Add Scope of Services selection here] | [Add Location(s) selection here] |
| Low Income | | |
| [Add Students to be Served 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 |
|---|---|---|
| Modified Action | Modified Action | Modified Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned.<br>• The use of Edmentum products will be available for all students as deemed applicable.<br>• A minimum of 4 virtual learning classes that support A-G mathematics courses will be encompassed as course offerings for VVCP 7-12th grade students.<br>• PCI Academic Support Specialists will work with VVCP Instructional Staff and leadership to develop an online virtual platform to deliver a single and /or multiple high school, college preparatory subject(s) (i.e. Mathematics, Science or STEM related content area.) | Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned.<br>• The use of Edmentum products will be available for all students as deemed applicable.<br>• A minimum of 4 virtual learning classes that support A-G mathematics courses will be encompassed as course offerings for VVCP 7-12th grade students.<br>• PCI Academic Support Specialists will work with VVCP Instructional Staff and leadership to develop an online virtual platform to deliver a single and /or multiple high school, college preparatory subject(s) (i.e. Mathematics, Science or STEM related content area.) | Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned.<br>• The use of Edmentum products will be available for all students as deemed applicable.<br>• A minimum of 4 virtual learning classes that support A-G mathematics courses will be encompassed as course offerings for VVCP 7-12th grade students.<br>• PCI Academic Support Specialists will work with VVCP Instructional Staff and leadership to develop an online virtual platform to deliver a single and /or multiple high school, college preparatory subject(s) (i.e. Mathematics, Science or STEM related content area.) |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $10,000 | $5,000 | $5,000 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Software/ hardware for a remote high school classroom | 4000-4999: Books And Supplies Software/ hardware for a remote high school classroom | 4000-4999: Books And Supplies Software/ hardware for a remote high school classroom |

## 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)

All
[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[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 |
|---|---|---|
| Modified Action | Modified Action | Modified Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|

| | | |
|---|---|---|
| Teachers will be supported through professional development that is aligned to Common Core Standards and instruction.<br>• A minimum of 2 professional developments opportunities annually will be available for all instructional staff to further develop their skill for instruction aligned to common core.<br>• All K-12th teachers will be trained with the use of in board-approved curriculum in mathematics and English Language Arts. | Teachers will be supported through professional development that is aligned to Common Core Standards and instruction.<br>• A minimum of 2 professional developments opportunities annually will be available for all instructional staff to further develop their skill for instruction aligned to common core.<br>• All K-12th teachers will be trained with the use of in board-approved curriculum in mathematics and English Language Arts | Teachers will be supported through professional development that is aligned to Common Core Standards and instruction.<br>• A minimum of 2 professional developments opportunities annually will be available for all instructional staff to further develop their skill for instruction aligned to common core.<br>• All K-12th teachers will be trained with the use of in board-approved curriculum in mathematics and English Language Arts |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $ 8,000 | $ 8,000 | $ 8,000 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Professional Development | 5000-5999: Services And Other Operating Expenditures Professional Development | 5000-5999: Services And Other Operating Expenditures Professional Development |

# 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)

Modified Goal

# Goal 2

Valley View Charter Prep will expand opportunities for high school students to become college and career ready.

## State and/or Local Priorities addressed by this goal:

State Priorities:     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:

In order to increase post-secondary opportunities, Valley View Charter Prep high school students need increased opportunities for high school counseling services and a Career Technical Education (CTE) program that will include a career exploration elective.

## Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| VVCP will coordinate with outreach programs and local community and 4 year colleges to offer college tours as demonstrated by agendas and sign-ins. VVCP will increase students who meet | In the 2017-2018 school year Valley View Charter Prep offered two college tours. Additionally, we expanded virtual class offerings to four in mathematics and two in science. | VVCP will coordinate with outreach programs and local community and 4 year colleges to initiate college tours as demonstrated by agendas and sign-ins. VVCP will increase students who meet | VVCP will coordinate with outreach programs and local community and 4 year colleges to initiate college tours as demonstrated by agendas and sign-ins. VVCP will increase students who meet | VVCP will coordinate with outreach programs and local community and 4 year colleges to initiate college tours as demonstrated by agendas and sign-ins. VVCP will increase students who meet |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| individual A-G course requirements. VVCP will offer a CTE online certificate program as demonstrated by the course enrollment. | | individual A-G course requirements. VVCP will offer a CTE online certificate program as demonstrated by the course enrollment. | individual A-G course requirements. VVCP will offer a CTE online certificate program as demonstrated by the course enrollment. | individual A-G course requirements. VVCP will offer a CTE online certificate program as demonstrated by the course enrollment. |

# 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)

All
Specific Student Groups: 8-12th grade students that are transitioning to College or Career.
[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[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
Low Income
[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[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 | Unchanged Action | Modified Action |

|  |  | Unchanged Action |
|---|---|---|

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| "TRANSITIONS" PROGRAM<br>• Academic Counselor will coordinate with outreach programs and local community and 4 year colleges to initiate college tours. Each semester students will be encouraged to participate in one or more tours.<br>• Academic Counselor attends counselor workshops and college tours to provide recent information on college and career development opportunities.<br>• Regional counseling meetings 2x a year.<br>• Counseling is developing a pacing guide.<br>• Valley View Charter Prep will increase students who meet individual A-G course requirements through increased enrollment in VVCP A-G college preparatory coursework, third party CP coursework, community college enrollment, and demonstration of mastery through examination (SAT, College Board subject test, etc.) | "TRANSITIONS" PROGRAM<br>• Academic Counselor will coordinate with outreach programs and local community and 4 year colleges to initiate college tours. Each semester students will be encouraged to participate in one or more tours.<br>• Academic Counselor attends counselor workshops and college tours to provide recent information on college and career development opportunities.<br>• Regional counseling meetings 2x a year.<br>• Counseling is developing a pacing guide.<br>• Valley View Charter Prep will increase students who meet individual A-G course requirements through increased enrollment in VVCP A-G college preparatory coursework, third party CP coursework, community college enrollment, and demonstration of mastery through examination (SAT, College Board subject test, etc.) | "TRANSITIONS" PROGRAM<br>• Academic Counselor will coordinate with outreach programs and local community and 4 year colleges to initiate college tours. Each semester students will be encouraged to participate in one or more tours.<br>• Academic Counselor attends counselor workshops and college tours to provide recent information on college and career development opportunities.<br>• Regional counseling meetings 2x a year.<br>• Counseling is developing a pacing guide.<br>• Valley View Charter Prep will increase students who meet individual A-G course requirements through increased enrollment in VVCP A-G college preparatory coursework, third party CP coursework, community college enrollment, and demonstration of mastery through examination (SAT, College Board subject test, etc.) |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $75,000 | $75,000 | $75,000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Academic Counselor/HS Dean | 1000-1999: Certificated Personnel Salaries<br>Academic Counselor/HS Dean | 1000-1999: Certificated Personnel Salaries<br>Academic Counselor/HS Dean |

## 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 to be Served | Location(s) |
|---|---|
| All<br>Specific Student Groups: 8-12th grade students that are transitioning to College.<br>[Add Students to be Served selection here] | All Schools<br>[Add Location(s) selection here] |

**OR**

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| Students to be Served | Scope of Services | Location(s) |
|---|---|---|
| English Learners<br>Low Income<br>[Add Students to be Served selection here] | LEA-wide<br>[Add Scope of Services selection here] | All Schools<br>[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 |
|---|---|---|
| New Action | Modified Action | Unchanged Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|

| | | |
|---|---|---|
| Valley View Charter Prep will expand opportunities for high school students to become college ready. | Valley View Charter Prep will expand opportunities for high school students to become college ready. | Valley View Charter Prep will expand opportunities for high school students to become college ready. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $ 15,000 | $ 15,000 | $ 15,000 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies A-G curriculum and supplies | 4000-4999: Books And Supplies A-G curriculum and supplies | 4000-4999: Books And Supplies A-G curriculum and supplies |
| Amount | $10,000 | $10,000 | |
| Source | Supplemental and Concentration | Supplemental | |
| Budget Reference | 4000-4999: Books And Supplies Study Sync | 1000-1999: Certificated Personnel Salaries Study Sync Support | |

# 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 3

Valley View Charter Prep will continue to expand opportunities that allow parents to personally engage in their children's learning and empower our stakeholders to further connect with their school.

## State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Identified Need:

In order to fully empower our students to meet their potential, Valley View staff recognizes the importance of focused community building, collaboration and communication with all stakeholders. Furthermore, there is a need to facilitate parent education of content standards and promote program offerings by uniting parents with staff in a variety of venues throughout the year.

## Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Valley View will expand community building, collaboration and communication with stakeholders. Furthermore, VVCP will uniting parents with staff in a variety of venues throughout the year. Indicators will include | in 2017-2018, 149 Stakeholders participated in the LCAP stakeholder survey. | Valley View will expand community building, collaboration and communication with stakeholders. Furthermore, VVCP will uniting parents with staff in a variety of venues throughout the year. Indicators will include | Valley View will expand community building, collaboration and communication with stakeholders. Furthermore, VVCP will uniting parents with staff in a variety of venues throughout the year. Indicators will include | Valley View will expand community building, collaboration and communication with stakeholders. Furthermore, VVCP will uniting parents with staff in a variety of venues throughout the year. Indicators will include |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| stakeholder sign-ups and agendas and stakeholder survey results. | | stakeholder sign-ups and agendas and stakeholder survey results. | stakeholder sign-ups and agendas and stakeholder survey results. | stakeholder sign-ups and agendas and stakeholder 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)

All
[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[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
Low Income
[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[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 |
|---|---|---|
| Modified Action | Modified Action | Modified Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| VVCP will expand stakeholder outreach | VVCP will expand stakeholder outreach | VVCP will expand stakeholder outreach |

- Ongoing professional development for instructional staff in the use of the zoom online platform to support student learning and communicate with parents
- Ongoing professional development for parents involved in the parent advisory in the use of the zoom online platform.
- Expansion of parent fairs to fall and winter/spring
- Development of monthly extra-curricular activities (Field Trips)
- Monthly newsletters

- Ongoing professional development for instructional staff in the use of the zoom online platform to support student learning and communicate with parents
- Ongoing professional development for parents involved in the parent advisory in the use of the zoom online platform.
- Expansion of parent fairs to fall and winter/spring
- Development of monthly extra-curricular activities (Field Trips)
- Monthly newsletters

- Ongoing professional development for instructional staff in the use of the zoom online platform to support student learning and communicate with parents
- Ongoing professional development for parents involved in the parent advisory in the use of the zoom online platform.
- Expansion of parent fairs to fall and winter/spring
- Development of monthly extra-curricular activities (Field Trips)
- Monthly newsletters

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $ 2000 | $ 2000 | $2000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Facilities | Facilities | Facilities |
| Amount | $10,000 | $10,000 | $10,000 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | Parent liaison support | Parent liaison support | Parent liaison support |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|---|---|
| $263439 | 6.3% |

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).

Valley View Charter Prep engaged its stakeholders effectively through surveys, meetings and workshops that consisted of students, parents and faculty. Our three goals are congruent with stakeholder input and collected data. Our significant student demographics consist of 23% Educationally Disadvantaged, 6% Special Education, 7% ELL and RFEP group. We also have 9.4% Hispanic ethnicity and 8.6% African American students of our total student populace. Therefore, goals at this time are conditioned to support all students. Within our goals we've accounted for intervention support both academically and socio-economically to ensure students opportunity for success.

Descriptions supporting each schoolwide or LEA-wide use of funds:

.5 FTE intervention specialist
California Common Core Standards aligned curriculum and online academic support programs
Intervention laptops
Staff laptons
PLTW class supplies
Testing computer
Software/ hardware for a remote high school classroom
Professional Development
Academic Counselor/HS Dean

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).

A-G curriculum and supplies
Study Sync Support
Facilities
Parent liaison support

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|---|---|
| $154,701 | 4.09% |

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).

Valley View Charter Prep engaged its stakeholders effectively through surveys, meetings and workshops that consisted of students, parents and faculty. Our 3 goals are congruent with stakeholder input and collected data. We currently have a minimal number of students that are identified as LI, EL or FY. This includes a minimal number of unduplicated count students. Therefore goals at this time are conditioned to support all students. Within our goals we've accounted for intervention support both academically and socio-economically to ensure students opportunity for success.

It is Valley View's goal to improve the service of our identified group by 4.09% and close the gap on proficiency for those specific subgroups.

# 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

*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](mailto:lcff@cde.ca.gov).*

# Plan Summary

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

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

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

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

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

## Budget Summary

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

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

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

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

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

# Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.
> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

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

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

## Analysis
> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.
> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
>
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
>
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
>
> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

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

# Stakeholder Engagement

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

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

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

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

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

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

# Goals, Actions, and Services

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

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

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

**New, Modified, Unchanged**

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

## Goal

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

## Related State and/or Local Priorities

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

## Identified Need

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

## Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

Students to be Served

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

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

## Actions/Services

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

**New/Modified/Unchanged:**

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

## Budgeted Expenditures

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

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

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

# Demonstration of Increased or Improved Services for Unduplicated Students

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

**Estimated Supplemental and Concentration Grant Funds**

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

**Percentage to Increase or Improve Services**

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

    A.  Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

    B.  Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

    C.  School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

    A.  The implementation of state board adopted academic content and performance standards for all students, which are:

        a.  English Language Arts – Common Core State Standards (CCSS) for English Language Arts

        b.  Mathematics – CCSS for Mathematics

        c.  English Language Development (ELD)

        d.  Career Technical Education

        e.  Health Education Content Standards

        f.  History-Social Science

        g.  Model School Library Standards

        h.  Physical Education Model Content Standards

        i.  Next Generation Science Standards

        j.  Visual and Performing Arts

        k.  World Language; and

    B.  How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

    A.  The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

    B.  How the school district will promote parental participation in programs for unduplicated pupils; and

    C.  How the school district will promote parental participation in programs for individuals with exceptional needs.

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

    A.  Statewide assessments;

    B.  The Academic Performance Index;

    C.  The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

    D.  The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

    E.  The English learner reclassification rate;

    F.  The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

    G.  The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

    A.  School attendance rates;

    B.  Chronic absenteeism rates;

    C.  Middle school dropout rates;

    D.  High school dropout rates; and

    E.  High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:
  A.  Pupil suspension rates;
  B.  Pupil expulsion rates; and
  C.  Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:
  A.  S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B.  Programs and services developed and provided to unduplicated pupils; and
  C.  Programs and services developed and provided to individuals with exceptional needs.

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

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

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:
  A.  Working with the county child welfare agency to minimize changes in school placement
  B.  Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C.  Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D.  Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:
  A.  Local priority goals; and
  B.  Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

        (2) The total number of cohort members.

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

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

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

        (2) The total number of cohort members.

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

    (e) "Suspension rate" shall be calculated as follows:

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

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

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

    (f) "Expulsion rate" shall be calculated as follows:

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

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

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

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

# APPENDIX B: GUIDING QUESTIONS
## Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

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

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?


## Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

# Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

# LCAP Expenditure Summary

| Total Expenditures by Funding Source | | | | | | |
|---|---|---|---|---|---|---|
| **Funding Source** | **2017-18 Annual Update Budgeted** | **2017-18 Annual Update Actual** | **2017-18** | **2018-19** | **2019-20** | **2017-18 through 2019-20 Total** |
| All Funding Sources | 232,000.00 | 232,000.00 | 232,000.00 | 292,000.00 | 282,000.00 | 806,000.00 |
| Concentration | 0.00 | 0.00 | 0.00 | 90,000.00 | 90,000.00 | 180,000.00 |
| LCFF | 77,000.00 | 77,000.00 | 77,000.00 | 77,000.00 | 77,000.00 | 231,000.00 |
| Supplemental | 0.00 | 0.00 | 0.00 | 10,000.00 | 0.00 | 10,000.00 |
| Supplemental and Concentration | 155,000.00 | 155,000.00 | 155,000.00 | 115,000.00 | 115,000.00 | 385,000.00 |

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

| Total Expenditures by Object Type | | | | | | |
|---|---|---|---|---|---|---|
| Object Type | 2017-18 Annual Update Budgeted | 2017-18 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Expenditure Types | 232,000.00 | 232,000.00 | 232,000.00 | 292,000.00 | 282,000.00 | 806,000.00 |
| | 12,000.00 | 12,000.00 | 12,000.00 | 12,000.00 | 12,000.00 | 36,000.00 |
| 1000-1999: Certificated Personnel Salaries | 115,000.00 | 115,000.00 | 115,000.00 | 125,000.00 | 115,000.00 | 355,000.00 |
| 4000-4999: Books And Supplies | 75,000.00 | 75,000.00 | 75,000.00 | 125,000.00 | 125,000.00 | 325,000.00 |
| 5000-5999: Services And Other Operating Expenditures | 30,000.00 | 30,000.00 | 30,000.00 | 30,000.00 | 30,000.00 | 90,000.00 |

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

| | | Total Expenditures by Object Type and Funding Source | | | | | |
|---|---|---|---|---|---|---|---|
| **Object Type** | **Funding Source** | **2017-18 Annual Update Budgeted** | **2017-18 Annual Update Actual** | **2017-18** | **2018-19** | **2019-20** | **2017-18 through 2019-20 Total** |
| All Expenditure Types | All Funding Sources | 232,000.00 | 232,000.00 | 232,000.00 | 292,000.00 | 282,000.00 | 806,000.00 |
| | LCFF | 2,000.00 | 2,000.00 | 2,000.00 | 2,000.00 | 2,000.00 | 6,000.00 |
| | Supplemental and Concentration | 10,000.00 | 10,000.00 | 10,000.00 | 10,000.00 | 10,000.00 | 30,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF | 75,000.00 | 75,000.00 | 75,000.00 | 75,000.00 | 75,000.00 | 225,000.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental | 0.00 | 0.00 | 0.00 | 10,000.00 | 0.00 | 10,000.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental and Concentration | 40,000.00 | 40,000.00 | 40,000.00 | 40,000.00 | 40,000.00 | 120,000.00 |
| 4000-4999: Books And Supplies | Concentration | 0.00 | 0.00 | 0.00 | 90,000.00 | 90,000.00 | 180,000.00 |
| 4000-4999: Books And Supplies | Supplemental and Concentration | 75,000.00 | 75,000.00 | 75,000.00 | 35,000.00 | 35,000.00 | 145,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental and Concentration | 30,000.00 | 30,000.00 | 30,000.00 | 30,000.00 | 30,000.00 | 90,000.00 |

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

| | | | Total Expenditures by Goal | | | |
|---|---|---|---|---|---|---|
| Goal | 2017-18 Annual Update Budgeted | 2017-18 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| **Goal 1** | 120,000.00 | 120,000.00 | 120,000.00 | 180,000.00 | 180,000.00 | 480,000.00 |
| **Goal 2** | 100,000.00 | 100,000.00 | 100,000.00 | 100,000.00 | 90,000.00 | 290,000.00 |
| **Goal 3** | 12,000.00 | 12,000.00 | 12,000.00 | 12,000.00 | 12,000.00 | 36,000.00 |
| **Goal 5** | | | 0.00 | 0.00 | 0.00 | 0.00 |

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

# LCAP Expenditures By Funding Source

## Valley View Charter Prep

### Funding Source: Concentration

| Proposed Expenditure | Object Code | Amount | Action |
|---|---|---|---|
| Intervention laptops | 4000-4999: Books And Supplies | $60,000.00 | All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics.<br><br>-Use of NWEA-MAP (for all 3-11th grade students)<br>-Use of Illuminate to monitor student progress on district benchmarks or assessments associated to Math classes or grade levels. |
| Testing computers | 4000-4999: Books And Supplies | $30,000.00 | All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics.<br><br>-Use of NWEA-MAP (for all 3-11th grade students)<br>-Use of Illuminate to monitor student progress on district benchmarks or assessments associated to Math classes or grade levels. |

| | | | |
|---|---|---|---|
| | Concentration Total Expenditures: | $90,000.00 | |

### Funding Source: LCFF

| Proposed Expenditure | Object Code | Amount | Action |
|---|---|---|---|
| Academic Counselor/HS Dean | 1000-1999: Certificated Personnel Salaries | $75,000.00 | "TRANSITIONS" PROGRAM<br>-  Academic Counselor will coordinate with outreach programs and local community and 4 year colleges to initiate college tours. Each semester students will be encouraged to participate in one or more tours.<br>-  Academic Counselor attends counselor workshops and college tours to provide recent information on college and career development opportunities.<br>-  Regional counseling meetings 2x a year.<br>-  Counseling is developing a pacing guide.<br>•Valley View Charter Prep will increase students who meet individual A-G course requirements through increased enrollment in VVCP A-G college preparatory coursework, third party CP coursework, community college enrollment, and demonstration of mastery through examination (SAT, College Board subject test, etc.) |

## Valley View Charter Prep

| | | | |
|---|---|---|---|
| Facilities | | $2,000.00 | VVCP will expand stakeholder outreach<br>•Ongoing professional development for instructional staff in the use of the zoom online platform to support student learning and communicate with parents<br>•Ongoing professional development for parents involved in the parent advisory in the use of the zoom online platform.<br>•Expansion of parent fairs to fall and winter/spring<br>•Development of monthly extra-curricular activities (Field Trips)<br>•Monthly newsletters |

LCFF Total Expenditures:     $77,000.00

### Funding Source: Supplemental

| Proposed Expenditure | Object Code | Amount | Action |
|---|---|---|---|
| Study Sync Support | 1000-1999: Certificated Personnel Salaries | $10,000.00 | Valley View Charter Prep will expand opportunities for high school students to become college ready. |

Supplemental Total Expenditures:     $10,000.00

### Funding Source: Supplemental and Concentration

| Proposed Expenditure | Object Code | Amount | Action |
|---|---|---|---|
| Staff laptons | 4000-4999: Books And Supplies | $10,000.00 | All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics.<br><br>-Use of NWEA-MAP (for all 3-11th grade students)<br>-Use of Illuminate to monitor student progress on district benchmarks or assessments associated to Math classes or grade levels. |
| PLTW class supplies | 4000-4999: Books And Supplies | $5,000.00 | All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics.<br><br>-Use of NWEA-MAP (for all 3-11th grade students)<br>-Use of Illuminate to monitor student progress on district benchmarks or assessments associated to Math classes or grade levels. |

## Valley View Charter Prep

| | | | |
|---|---|---|---|
| .5 FTE intervention specialist | 1000-1999: Certificated Personnel Salaries | $40,000.00 | All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics.<br><br>-Use of NWEA-MAP (for all 3-11th grade students)<br>-Use of Illuminate to monitor student progress on district benchmarks or assessments associated to Math classes or grade levels. |
| California Common Core Standards aligned curriculum and online academic support programs. | 5000-5999: Services And Other Operating Expenditures | $22,000.00 | All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics.<br><br>-Use of NWEA-MAP (for all 3-11th grade students)<br>-Use of Illuminate to monitor student progress on district benchmarks or assessments associated to Math classes or grade levels. |
| Software/ hardware for a remote high school classroom | 4000-4999: Books And Supplies | $5,000.00 | Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned.<br>-The use of Edmentum products will be available for all students as deemed applicable.<br>-A minimum of 4 virtual learning classes that support A-G mathematics courses will be encompassed as course offerings for VVCP 7-12th grade students.<br>-PCI Academic Support Specialists will work with VVCP Instructional Staff and leadership to develop an online virtual platform to deliver a single and /or multiple high school, college preparatory subject(s) (i.e. Mathematics, Science or STEM related content area.) |
| Professional Development | 5000-5999: Services And Other Operating Expenditures | $8,000.00 | Teachers will be supported through professional development that is aligned to Common Core Standards and instruction.<br>-A minimum of 2 professional developments opportunities annually will be available for all instructional staff to further develop their skill for instruction aligned to common core.<br>-All K-12th teachers will be trained with the use of in board-approved curriculum in mathematics and English Language Arts |
| A-G curriculum and supplies | 4000-4999: Books And Supplies | $15,000.00 | Valley View Charter Prep will expand opportunities for high school students to become college ready. |
| Parent liaison support | | $10,000.00 | VVCP will expand stakeholder outreach<br>•Ongoing professional development for instructional staff in the use of the zoom online platform to support student learning and communicate with parents<br>•Ongoing professional development for parents involved in the parent advisory in the use of the zoom online platform.<br>•Expansion of parent fairs to fall and winter/spring<br>•Development of monthly extra-curricular activities (Field Trips)<br>•Monthly newsletters |

# Valley View Charter Prep

Supplemental and Concentration Total Expenditures:  $115,000.00

Valley View Charter Prep Total Expenditures:  $292,000.00