

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

**Introduction:**

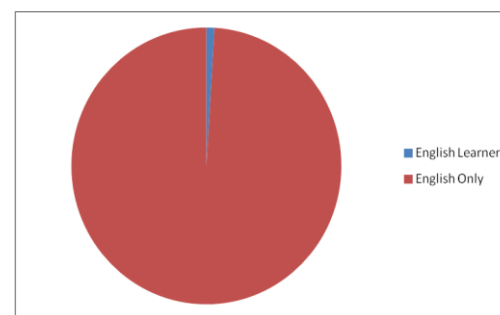
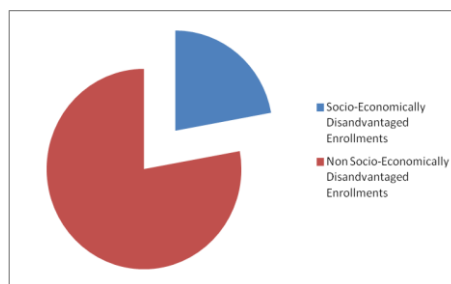
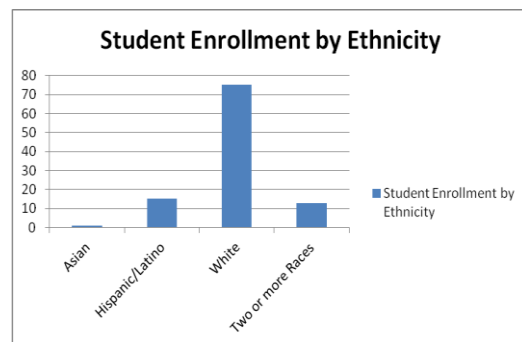
**LEA: The Village Charter School Contact: Rebecca Ivanoff, Administrative Coordinator, [rlivanoff@yahoo.com](mailto:rlivanoff@yahoo.com), (707) 591-9262 LCAP Year: 2014-15**

*The Village Charter School is located in Northeastern Sonoma County and serves about 110 students in Transitional Kindergarten through eighth grade. The Village Charter School is an independent charter of the Windsor Unified School District. The Village Charter School (VCS) has been educating children in Santa Rosa since 1999, demonstrating academic excellence, operational integrity, and effective community involvement. VCS was granted a charter with Windsor Unified School District effective July 1, 2007 and is up for renewal in June, 2015.*

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

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

The demographics of VCS are:



*VCS overarching goal for the 2014-2017 LCAP is to ensure that the foundations of high quality 21<sup>st</sup> Century teaching for all students, including ELL , Low Income, and Foster Students, to b fully participating citizens in their future*

### **State Priorities**

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

#### A. Conditions of Learning:

**Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)** VCS demonstrates high commitment to providing excellent basic services, the foundation of academic success for all of our students. 100% of our teachers are appropriately credentialed and teaching in an area of expertise. VCS has met sufficiency of materials requirements each year for the past five years. Pupil access to standards-aligned materials is currently being updated to align with the Common Core State Standards. VCS purchased 15 PC's in March 2014 and set up a computer lab to serve the educational and technological needs of our students. The school is currently investigating on-line and text based materials to ensure all students have access to the most current materials that are aligned to CCSS. VCS leases a space at the Wells Fargo Center for the Arts. Facilities are in good to excellent repair as documented in the school's annual School Accountability Report Card (SARC). Outdoor space is sufficient but limited in its ability to support our mission and vision for a land based education. ***This is an area of emphasis for our 2014-2017 LCAP.***

**Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)** The Village Charter School delivers a quality education utilizing developmental teaching and an integrated, thematic instructional approach. The program is enriched and vitalized by a multicultural curriculum, multiage classes, nature-based and experiential learning opportunities, festivals, community service, and parent participation. The VCS approach is community-oriented and values healthy emotional, social, and physical development. Students develop conflict resolution and life skills, and in the safe, nurturing and encouraging learning environment, a lifelong learning culture is created where children practice effective and collaborative lifelong learning skills that ready them for college and career. In-depth training for all teachers on how best to align our integrated, thematic approach with CCSS will begin in the spring 2014. All teachers have been provided increased time for collaboration with colleagues to investigate, develop, and implement CCSS across the curriculum. ***This is an area of emphasis for our 2014-2017 LCAP.***

**Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)** Full inclusion and is at the core of VCS's philosophy. ELL students are a small percentage of our student population and for those that are here, we provide translated material and bilingual educators to best support their education. Approximately a quarter of our families are low income. The VCS budget covers all enrichment programs and supplies, and additional support through our community enables access to all courses and activities. The VCS Board of Directors is committed to equity. In the fall of 2013-14, VCS responded to the requested by stakeholders it increase course offerings in lab science, foreign language, physical education, health, music, apprenticeship learning and service learning/project-based programs. Spanish and lab science for grades 2-8 were added. Other programs are integrated into the curriculum on a daily basis. Survey results show that parents and teachers would like to remain committed to the integration of these programs.

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

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

B. Pupil Outcomes:

**Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)** An academic achievement gap between ELL and Low Income students at VCS has not been identified. Over the last 3 years there have been slight improvements in math and ELA scores. In 2010-11 60% of VCS students scored advanced or proficient in ELA and 40% in math. By 2013, 66% scored advanced or proficient in ELA and 50% in math. Parents that have their children attend VCS are looking for alternatives to the traditional public school teaching styles and they have stated that test scores are not to be the focus of teaching strategies and that the priority focus of student success should be on other measurable student outcomes. However, data collected from the last 3 years of STAR tests indicate that there is a need to continue systematic interventions and to make any necessary adjustments to support all students in mastering the CCSS. Results of school surveys show that parents and teachers would like the addition of 2 progress report periods (at midpoint of the trimesters). They would like these progress reports to have more narrative and student work samples. School surveys also showed that parents would like there to be more continuity of curriculum and assessments among the teachers. ***This is as an area of emphasis in our 2014 -17 LCAP.***

**Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)** VCS is committed to serving those students who are performing above grade level and needing additional challenge as well as those students that need intervention and special services. Our class size and staffing model (20:1 and an instructional assistant in the classroom at least 4.5 hours per day) allow for individualized attention to provide extension activities to challenge these students. These students have the opportunity to extend their learning beyond the basic curriculum and inquire deeply into any area of the curriculum with the support of their teacher. There is a clear understanding that intervention and special assistance must focus on the full spectrum of the students we are serving within VCS, including high achieving students. VCS community and Board of Directors found that opportunities for and a strong curricular focus on community stewardship, project-based and land based learning, P.E and health education and the arts must continue at VCS . ***See course access area for details regarding this priority.***

C. Engagement:

**Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)** VCS offers a variety of opportunities for parents to become involved in their child's educational career. These include information based activities such as Open House and Back to School Night, monthly class meetings, governance opportunities such as Board of Directors, The VCS Foundation and PA and other volunteer opportunities that support the school, students and the classroom teacher. Parents understand that their involvement is not only integral to their child's educational success, but also the sustained success of VCS as an independent charter. School Surveys showed that is an area of strength. Survey results showed that parent education in the new CCSS and access to up-to-date information on learning activities, student progress, and a clear understanding of instructional goals to support their child's education was wanted. ***This is an area of emphasis for our 2014-2017 LCAP***

**Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)** Pupil engagement is identified as an area of strength. Our attendance rates are currently at 98%, k-8. We attribute the success of VCS in this area to our system of individualized, developmentally appropriate teaching strategies, small, personalized classrooms, enrichment and the arts, and a strong sense of community. Our class size and staffing model (20:1 and an instructional assistant in the classroom at least 4.5 hours per day) allow for individualized attention and the ability to meet each student's academic, social and emotional needs. We will continue to support the excellent systems that have been established for all students.

**School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)** VCS has identified this as an area of strength. Teacher turnover rates are very low. Our 12-13 suspension rate was 1%. 100% of teachers agree or strongly agree that VCS provides a safe and supportive working environment as documented as collected on school survey. Parents express high satisfaction with our school climate through data collected on school surveys. Students reported high satisfaction in the lower grades, but the

older students (grades 6<sup>th</sup> -8<sup>th</sup>) felt some of the school-wide activities and social opportunities need to be more age appropriate. In order to address this need, VCS is restructuring the 6<sup>th</sup>-8<sup>th</sup> grade program to better meet the unique academic, social and emotional needs of this age group. ***This is as an area of emphasis in our 2014 -17 LCAP.***

### **Section 1: Stakeholder Engagement**

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

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>Stakeholders for VCS Parents Students Teachers Administrator Board Members</p> <p>Beginning in January 2014, the Administrator invited every community member to schedule a 30 minute, 1-on1 meeting to discuss CCSS, LCAP, school needs, individual student progress, and school environment.</p> <p>In March 2014, the VCS Board of Directors and faculty met to discuss the LCAP and review the 8 priorities. A PowerPoint outline and stakeholder survey was developed.</p> <p>April 2014, stakeholders were invited to participate in an online survey that focused on the 8 priorities. Stakeholders were encouraged to take this survey via campus flyers, web-site postings and bulletin (email and hardcopy) postings. A pencil and paper option of the survey was made available to those without email access.</p> <p>May 5, 2014, our school stakeholders were invited a meeting. The 8 priorities were discussed through a PowerPoint presentation by the director and additional empathy based questions were asked that pertained to conditions of learning and student engagement. Each person was asked to reflect on facilities, instructional materials, and other observations that lead to engagement and successful learning environments. Stakeholders were encouraged to attend this meeting via</p>	<p>The participatory nature of the VCS LCAP reflects the ongoing involvement of our full community. Our LCAP process allowed for on-going input and participatory process that aligned needs, priorities and goals.</p> <p>75% of the VCS parent body met with the Administrator. School environment and student engagement were described as integral for student learning. Our “loving” and individualized approach was seen as a strength and greatly impacted the LCAP’s focus.</p> <p>Informational and planning session</p> <p>57% of stakeholders responded to this survey. This impacted the implementation of state standards, basic, and school climate goals.</p> <p>Approximately 15% of our students were represented by a parent/guardian at this physical meeting. All attendees were able to be actively involved in conversation regarding the 8 priorities. The Administrator took notes to identify areas of need that parents were most concerned about. The LCAP was impacted through the development of goals in school climate, pupil achievement and implementation of state standards.</p>

Involvement Process	Impact on LCAP
<p>campus flyers, web-site postings and bulletin (email and hardcopy) postings.</p> <p>May 12, 2014 Board meeting on DRAFT LCAP and public comment encouraged.</p> <p>A community forum was held on May 28, 2014 to discuss results of LCAP survey and plans for 2014-15 and beyond. Community members commented on the LCAP and provided additional input ensuring alignment with community identified needs. Stakeholders were encouraged to attend this meeting via campus flyers, web-site postings and bulletin (email and hardcopy) postings.</p> <p>June 2, 2014 Board meeting—preview of DRAFT LCAP and how the Local Control Funding Formula (LCFF) impacts VCS programs and budget.</p> <p>June 9, 2014 Public hearing for LCAP and VCS 2014-15 budget.</p> <p>VCS Board of Directors adopted the LCAP on June 13, 2014.</p>	<p>Informational session</p> <p>35% of our community attended this physical meeting.</p>

## **Section 2: Goals and Progress Indicators**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

There are 8 priority areas and required metrics for each of these areas. Districts and charter schools are required to establish baselines in each of these metrics in the first column and then write expected progress on each of these in each of the LCAP years

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School (s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Students need to be proficient in grade level standards.</p> <p>Metric – Percentage performing at grade level. CST baseline: ELA – 66% (33% advanced and 30% proficient) Math – 50% (19% advanced and 31% proficient)</p> <p>Teacher</p>	Goal 1: All students will be proficient in grade level standards.	All	LEA		<p>Increase percentage of returning students who are performing at grade level on local assessments and CST in Language Arts and Math by 3%.</p> <p>Maintain</p>	<p>Increase previous year's percentage of returning students who are performing at grade level in Language Arts and Math by 3%.</p> <p>Maintain</p>	<p>Increase previous year's percentage of returning students who are performing at grade level in Language Arts and Math by 3%.</p> <p>Maintain</p>	1,2,4,7

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<p>misassignment rate baseline: all teachers correctly assigned</p> <p>Williams Act certification baseline: no state-adopted CCSS materials.</p>	<p>Ensure that all students have access to most current instructional materials aligned to CCSS</p>				<p>teacher misassignments at 0%.</p> <p>Students will use current and newly adopted instructional materials and adopted math, LA and science curriculum adapted for CCSS by classroom teachers.</p>	<p>teacher misassignments at 0%.</p> <p>Students will use newly adopted math, LA and science curriculum, along with current materials, adapted for CCSS by classroom teachers. Maintain</p>	<p>teacher misassignments at 0%.</p> <p>Students will use adopted CCSS math, LA and science curriculum, along with other materials, adapted for CCSS by classroom teachers. Maintain Project-based</p>	



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Course access baseline: as defined in the Charter, all subjects (English, math, social studies, science, foreign language, visual and					Implement Project-based learning/Inquiry Methods focused on integrated units of study aligned with CCSS.  Maintain full course access for all students.	Project-based learning/Inquiry Methods focused on integrated units of study aligned with CCSS.  Maintain full course access for all students.	learning/Inquiry Methods focused on integrated units of study aligned with CCSS.  Maintain full course access for all students.	

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<p>performing arts, health, and PE) are offered in multi-age, developmentally based, self-contained classrooms.</p> <p>Student to teacher ratio Baseline: 20:1 with one classroom assistant for 4.5 hours/day.</p>					<p>Maintain student to teacher ratio. Increase number of teachers, teacher FTE, and classroom assistant hours.</p>	<p>Maintain student to teacher ratio and assistant support.</p>	<p>Maintain student to teacher ratio and assistant support.</p>	

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Students need to be engaged in their learning in order to be successful  Metric: Attendance baseline: 98%.  Tardy rates baseline: tardies - 7%.	Goal 2: Students will be engaged in their learning in order to be successful	All	LEA		School will maintain high attendance rate of 98%.  School will decrease the previous year's number of tardies by 3%	School will maintain high attendance rate of 98%.  School will decrease the previous year's number of tardies by 3%	School will maintain high attendance rate of 98%.  School will decrease the previous year's number of tardies by 3%	1,5,6,8

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<p>High school graduation and dropout rates—N/A</p> <p>Physical Fitness test Baseline: 100% of 5<sup>th</sup> graders and 80% of 7th graders in HFZ; 100% in HFZ for aerobic capacity, body composition, upper body strength and flexibility.</p> <p>Students in grades</p>					<p>N/A</p> <p>School will maintain pass rate of returning students for Physical Fitness Test</p> <p>Reconfigure</p>	<p>N/A</p> <p>School will maintain pass rate of returning students for Physical Fitness Test.</p> <p>Continue to</p>	<p>N/A</p> <p>School will maintain pass rate of returning students for Physical Fitness Test.</p> <p>Continue to</p>	

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6-8 need to feel engaged in learning and a sense of connection to their school community in an age appropriate manner. Metric: student retention rate through 8 <sup>th</sup> grade Baseline: 80% retention					teaching assignments in grades 6-8 to provide subject specific instruction in math, LA, science, and social studies. Emphasis on Project-based learning and Inquiry Methods focused on integrated units of study aligned with	provide subject specific instruction in grades 6-8 in math, LA, science, and social studies. Emphasis on Project-based learning and Inquiry Methods focused on integrated units of study aligned with CCSS. Add mentorship	provide subject specific instruction in grades 6-8 in math, LA, science, and social studies. Emphasis on Project-based learning and Inquiry Methods focused on integrated units of study aligned with CCSS. Add mentorship	

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					CCSS. On and off site Service Learning component will be added. Increase retention rate by 2%.	program and apprenticeship opportunities on site and off site. Increase to prior year's retention rate by 2%.	program and apprenticeship opportunities on site and off site. Increase to prior year's retention rate by 2%.	
Students need to feel safe and secure in order to be successful.  Metric: Suspensions baseline: less than 1%.	Goal 3: Provide a safe, secure environment for students.	All	LEA		Maintain suspension rate at 1% or below and	Maintain suspension rate at 1% or below and	Maintain suspension rate at 1% or below and	1

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<p>Expulsions: 0</p> <p>Parent/Student survey baseline: 97%.</p> <p>FIT baseline: 93% Good (all areas are exemplary except external).</p>					<p>expulsion rate at 0.</p> <p>Maintain or increase percentage of parents who agree or strongly agree that their child feels safe at school (98% or greater).</p> <p>Make necessary repairs to external in order to reach</p>	<p>expulsion rate at 0.</p> <p>Maintain or increase percentage of parents who agree or strongly agree that their child feels safe at school (98% or greater).</p> <p>Maintain exemplary rating for all facilities.</p>	<p>expulsion rate at 0.</p> <p>Maintain or increase percentage of parents who agree or strongly agree that their child feels safe at school (98% or greater).</p> <p>Maintain exemplary rating for all facilities.</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School (s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Technology survey baseline: wireless capability school wide, updated equipment in 15 station computer lab.					exemplary rating.  Maintain technology to support 21 century learning.	Maintain technology to support 21 century learning.	Maintain technology to support 21 century learning.	
Parents need to be involved in their students' education in order for students to be successful.	Goal 4: Parents will be provided with appropriate opportunities to	All	LEA					3,4



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School (s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Metric – Percentage of parents that volunteer baseline: 80%</p> <p>Percentage of parent involvement in PA (15%), Foundation (2%) and Board of Directors (7%)</p>	be involved in their student's education.				<p>Increase percentage of parent volunteer by 5%</p> <p>Increase percentage of involvement in PA by 5%, foundation by 2% and maintain Board of</p>	<p>Increase previous year's percentage of parent volunteer by 5%</p> <p>Increase previous year's percentage of involvement in PA by 5%, foundation by 2% and</p>	<p>Increase previous year's percentage of parent volunteer by 3%</p> <p>Increase previous year's percentage of involvement in PA by 3%, foundation by 2% and</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School (s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Baseline: 3 assessments per year and 2 parent teacher conferences					Directors %  Add 2 addition progress reports that include samples of student work, benchmark assessment data and narrative on other student outcomes.	maintain involvement in Board of Directors  Add 2 addition progress reports that include samples of student work, benchmark assessment data and narrative on other student outcomes.	maintain involvement in Board of Directors  Add 2 addition progress reports that include samples of student work, benchmark assessment data and narrative on other student outcomes.	

### **Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

#### **Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 1: All students will be proficient in grade level standards</p> <p>Ensure that all students have access to most current instructional materials aligned to CCSS</p>	1,2	<p>Increase number of teachers, teacher FTE, and classroom assistant hours. Baseline: total certificated salary—\$243,298 total classified (TA) salary—\$66,383</p> <p>Research, purchase and implement CCSS aligned curriculum and instructional</p>	LEA		<p>\$273,239 total certificated salary for highly qualified teachers Funding Source: Basic—object code 1100</p> <p>\$68,816 total classified (TA) salary for increased classroom assistant hours. Funding Source: Basic—object code 2100</p> <p>\$13,714 for CCSS aligned curriculum and instructional materials for all grade levels</p>	<p>\$273,239 total certificated salary for highly qualified teachers Funding Source: Basic—object code 1100</p> <p>\$68,816 total classified salary (TA) for increased classroom assistant hours. Funding Source: Basic—object code 2100</p> <p>\$2,500 for CCSS aligned curriculum for all grade levels. Funding source: Curriculum and materials –</p>	<p>\$273,239 total certificated salary for highly qualified teachers Funding Source: Basic—object code 1100</p> <p>\$68,816 total classified salary (TA) for increased classroom assistant hours. Funding Source: Basic—object code 2100</p> <p>\$2,500 for CCSS aligned curriculum for all grade levels. Funding source: Curriculum and</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		materials.  Professional development and additional collaboration time for teachers. Baseline: 1 teacher retreat day for collaboration, shortened days on Wednesdays, \$0 for PD reimbursement			Funding source: Common Core  \$500.00 for substitute coverage for 1 additional teacher retreat day. \$1,000 for PD and related substitutes Funding source: Basic—object codes 1140 and 5211	object code 4100  \$500.00 for substitute coverage for 1 additional teacher retreat day. Funding source: Basic—object code 1140	materials – object code 4100  \$500.00 for substitute coverage for 1 additional teacher retreat day. Funding source: Basic—object code 1140
Goal 2: Students will be engaged in their learning in order to be successful		Reconfigure teaching assignments in grades 6-8 to provide subject specific instruction in math, LA, science, and social studies. Emphasis on Project-based	LEA		Provide 2 .60 FTE teachers for grades 6-8 for total of \$49,804 Funding source: Basic—object code 1100		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		learning and Inquiry Methods focused on integrated units of study aligned with CCSS. On and off site Service Learning component will be added. Increase number of teachers, teacher FTE, and classroom assistant hours. Baseline: total certificated salary for grades 6-8— \$39,845 total classified (TA) salary grades 6-8— \$14,280					
Goal 3: Provide a safe, secure environment for students.	1	Make necessary repairs to external yard area in order to reach	LEA		\$500.00 for extra safety bark and minor repairs to play structure. Funding source:	\$300.00 to maintain exemplary rating. Funding source: no cost to school	\$300.00 to maintain exemplary rating. Funding source: no cost to school

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		exemplary rating.			no cost to school budget. Materials and services provided by VCS Foundation and donations.	budget. Materials and services provided by VCS Foundation and donations.	budget. Materials and services provided by VCS Foundation and donations.
Goal 4: Parents will be provided with appropriate opportunities to be involved in their student's education.  To add 2 additional assessment periods that include samples of student work, benchmark assessment data and narrative on other student outcomes.	3	Monthly class meetings and PA sponsored parent education opportunities. Baseline: \$0  Create and issue additional progress reports at the ½ point of each trimester. Baseline: \$0	LEA		No cost  No cost	No cost  No cost	No cost  No cost

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
All students will be proficient in grade level standards.  Increase the percentage of students reaching proficiency by year’s end as measured by formative and summative assessments and state testing.	4	For Low Income and English Learner students: Increase number of teachers, teacher FTE and classroom assistant hours.	LEA		\$17,969 increase in certificated salaries. \$2, 433 increase in classified wages. Funding Source: Supplemental and Basic— object codes 1100 and 2100	\$17,969 increase in certificated salaries. \$2, 433 increase in classified wages. Funding Source: Supplemental and Basic— object codes 1100 and 2100	\$17,969 increase in certificated salaries. \$2, 433 increase in classified wages. Funding Source: Supplemental and Basic— object codes 1100 and 2100
Not a significant subgroup		For English learners:					
Not a significant subgroup		For foster youth:					



Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Not a significant subgroup		For redesignated fluent English proficient pupils:					

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

We are receiving \$16,989 in supplemental funds and we have 36% Low Income and English Learner students. Supplemental funds are being used to provide an increase in teachers and FTE and classroom aides to provide more individualized services to these students.

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

Our proportionality percentage is 2.35%. When we compare the cost of providing the additional teacher and classroom aide time with the total cost of teachers and aides in the base program, we are proving an additional 6.5% in increased services to these unduplicated students.



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