

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

Introduction:

LEA: Valley Charter Elementary School

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LCAP Year: 2014

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

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

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

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement: *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
1. State Board of Education draft LCFF regulations and LCAP template discussed at November 21, 2013 Valley Charter School board meeting.	1. Information only
2. SBE-adopted LCFF regulations and LCAP template discussed at February 20, 2014 VCS board meeting.	2. Information only
3. Each year, parents and teachers review disaggregated standardized assessments to discuss progress and identify areas of need.	3. Serves as a basis for annual goals.
4. Stakeholders were asked to respond to a LCAP Survey where they prioritized areas of need and were given the opportunity to give individual input.	4. Assisted with the development of the LCAP goals/expenditures.
5. At Parent/Faculty Council meetings, stakeholders were consulted in developing the LCAP.	5. Stakeholders reviewed the LCAP as it related to metrics, goals, and the impact of engagement.

Involvement Process	Impact on LCAP
6. LCAP was presented to the Board during our May 8, 2014 board meeting.	6. Adjustments to the plan were made based on Board input.
7. LCAP was approved by the Board at the June 12, 2014 board meeting.	7. Board approval of the LCAP
8. LCAP was submitted to LAUSD (charter authorizer)	8. LCAP submitted to LAUSD

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?

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>Need: All students have access to fully credentialed and highly qualified teachers</p> <p>Metrics: 1.1: Annual personnel data and credential analysis 1.2: Candidate interviews, classroom observations, professional development</p>	<p>Goal 1.1: 100% of teachers are "highly qualified" for their teaching assignment, holding the appropriate credential, including subject matter and EL authorizations.</p> <p>Goal 1.2: In addition to holding the appropriate credential, teachers will have experience in mission appropriate pedagogy.</p> <p>Goal 1.3: VCES will maintain a staff retention rate of at least 85%.</p>	All	All	<p>1.1: 100% students are taught by a highly qualified teacher</p> <p>1.2: 100% of teachers are trained/have experience in mission appropriate pedagogy.</p> <p>1.3: 85% retention of staff</p>	<p>100% students are taught by a highly qualified teacher</p> <p>100% of teachers are trained/have experience in mission appropriate pedagogy.</p> <p>85% retention of staff</p>	<p>100% students are taught by a highly qualified teacher</p> <p>100% of teachers are trained/have experience in mission appropriate pedagogy.</p> <p>85% retention of staff</p>	<p>1.1, 1.2, 1.3: (1) Basic Services 1.1: (4) Pupil Achievement Local Priority – Charter: (5) Empl. Qualifications 1.3: (6) School Climate</p>	

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activities 1.3 Annual review of retention rates								
Need: All students need appropriate access to the instructional materials necessary to participate in the school's programs and services in order to master the CCSS standards appropriate to their respective grade levels. Metric: Annual, end of the year curriculum inventory	Goal 2.1: The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program. All materials are aligned to CCSS or other adopted state materials.	All	All		100% of students have access to standards-aligned materials	100% of students have access to standards-aligned materials	100% of students have access to standards-aligned materials	(1) Basic Services (2) Implementation of State Standards (3) Broad Course of Study Local Priority - Charter: (1)Educational Program
Need: Students attend school in a safe and clean facility Metric: Monthly	Goal 3.1: School facilities are clean, conducive to learning, and do not pose health or safety risks to students. Students take ownership in the cleanliness and safety of the school. Health and safety issues, when they arise, are	All	All		Fewer than 5 safety related incidents occur, none of which pose a significant threat to student safety	Fewer than 3 safety related incidents occur, none of which pose a significant threat to student safety	Fewer than 2 safety related incidents occur, none of which pose a significant threat to student safety	(1) Basic Services Local Priority - Charter: (6)Health and Safety Procedures

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facilities walk-through; Ongoing log of facility maintenance and repair issues.	addressed within 24 hours, and resolved within 5 business days.							
Need: Instruction is fully aligned to Common Core State Standards Metric: Unit reviews and lesson tuning protocols	Goal 4.1: All teachers are proficient at developing common core-aligned units of study anchored by performance tasks/measures.	All	All		>80% of student learning experiences demonstrate strong alignment to CCSS	>90% of student learning experiences in demonstrate strong alignment to CCSS	>95% of student learning experiences demonstrate strong alignment to CCSS	(2) Implementation of CCSS (8) Student performance Local Priority - Charter: (1-3)Educational Program; Measurable Student Outcomes; and Progress Towards Outcomes)
Need: Instruction is fully aligned to Common Core State Standards Metric: CELDT, RFEP, and subgroup achievement results; Unit reviews and lesson tuning protocols	Goal 5.1: All EL students are accessing CCSS-aligned curriculum, taught by teachers who have EL certification. All EL students will receive instruction that incorporates SDAIE strategies.	EL	All		100% of EL students taught CCSS-aligned content by teachers with EL certification in core content areas	100% of EL students taught CCSS-aligned content by teachers with EL certification in core content areas	100% of EL students taught CCSS-aligned content by teachers with EL certification in core content areas	(2) Implementation of CCSS (8) Student performance Local Priority - Charter: (1-3)Educational Program; Measurable Student Outcomes; and Progress Towards Outcomes)

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.)
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<p>Need: Class size is an important determinant of student outcomes. Maintaining small classes leads to higher achievement; including higher levels of student engagement, increased time on task, and the opportunity to better tailor instruction to individual student needs.</p> <p>Metric: Monthly review of student: teacher ratio</p>	Goal 6.1: Class sizes (22:1) will continue to fall below the district average.	All	All		100% of classes will have an average size of 22:1	100% of classes will have an average size of 22:1	100% of classes will have an average size of 22:1	(1) Basic Services (5) Pupil Engagement
<p>Need: Intensive instruction needs to occur on a daily basis to promote the development of reading and math proficiency.</p>	Goal 7.1: Extra support will be provided to students who are performing below state standards in the form of small groups, teacher assistant support, and after school tutoring.	Unduplicated students and historically underserved populations	All		100% of students identified as performing below standard will receive extra support in the form of tutoring, small groups, and 1:1 assistance	100% of students identified as performing below standard will receive extra support in the form of tutoring, small groups, and 1:1 assistance	100% of students identified as performing below standard will receive extra support in the form of tutoring, small groups, and 1:1 assistance	(1) Basic Services (7) Course Access Local Priority - Charter: (1-3)Educational Program; Measurable Student Outcomes; and Progress Towards Outcomes)

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Metric: Students identified by teachers through weekly "Kid Talk" groups will receive extra support								
Need: All students have access to, and are enrolled in, a broad course of study Metric: Monthly master schedule audit	Goal 8.1: All students (grades 1 st to 6 th) will participate in a broad course of study that includes instruction in language arts, mathematics, social studies, science, visual/performing arts, health and physical education.	All	All		100% of students will be enrolled in classes that include language arts, mathematics, social studies, science, visual/performing arts, health and physical education.	100% of students will be enrolled in classes that include language arts, mathematics, social studies, science, visual/performing arts, health and physical education.	100% of students will be enrolled in classes that include language arts, mathematics, social studies, science, visual/performing arts, health and physical education.	(7) Course Access Local Priority - Charter: (1) Educational Program
Need: All students will demonstrate grade level mastery of State standards and will meet or exceed the same accountability standards as comparable district schools for pupil achievement	Goal 9.1: Annual API will meet or exceed the established growth target and will remain above 800, participation rate will be at least 95%, and at least 80% of students will score proficient/advanced in English/Language Arts and Mathematics. Goal 9.2: VCES students will exceed the average proficiency of comparison resident schools.	9.1 & 9.2: All 9.3: EL	All		9.1: Student performance for all subgroups will meet or exceed growth targets. 70% of all students will score proficient/ advanced on the SBAC	Student performance for all subgroups will meet or exceed growth targets. 75% of all students will score proficient/ advanced on the SBAC	Student performance for all subgroups will meet or exceed growth targets. 80% of all students will score proficient/ advanced on the SBAC	(4) Student Achievement (8) Student Performance Local Priority - Charter: (1-3) Educational Program; Measurable Student Outcomes; and Progress Towards Outcomes

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<p>Metric: 9.1: Annual API score</p> <p>9.2: Annual Data analysis</p> <p>9.3: Annual CELDT scores</p>	<p>Goal 9.3: EL students will progress at least one level on the CELDT with the goal of redesignating all students. Individual test scores will be reviewed at the beginning of the school year and individual student targets will be set.</p>				<p>9.2: Percentage of students achieving proficiency on SBAC is 5-10% greater than comparable LAUSD schools.</p> <p>9.3: The school will increase the number of English Learners who make adequate annual progress by at least 5% each year.</p>	<p>Percentage of students achieving proficiency on SBAC is 5-10% greater than comparable LAUSD schools.</p> <p>The school will increase the number of English Learners who make adequate annual progress by at least 5% each year.</p>	<p>Percentage of students achieving proficiency on SBAC is 5-10% greater than comparable LAUSD schools.</p> <p>The school will increase the number of English Learners who make adequate annual progress by at least 5% each year.</p>	
<p>Need: Students will demonstrate proficiency in all subject areas</p> <p>Metric: 10.1: Ongoing reading and math fluency assessments</p> <p>10.2 & 10.3: End of the semester progress reports</p>	<p>Goal 10.1: All students will demonstrate at least one year of growth toward grade-level proficiency in reading, language arts, and math.</p> <p>Goal 10.2: 75% of VCES students will score proficient (rubric score of 3) or advanced (rubric score of 4) as measured on the end of the semester progress report in the area of Social Studies.</p> <p>Goal 10.3: 75% of VCES students will score proficient (rubric score of 3) or advanced (rubric score of 4) as measured on the end</p>	All	All		<p>All students will demonstrate at least one year's growth as measured by reading and math fluency assessments</p> <p>10.2: 65% of students will score proficient or advanced in the area social studies</p> <p>10.3: 65% of</p>	<p>All students will demonstrate at least one year's growth as measured by reading and math fluency assessments</p> <p>70% of students will score proficient or advanced in the area of social studies</p> <p>70% of students will</p>	<p>All students will demonstrate at least one year's growth as measured by reading and math fluency assessments</p> <p>75% of students will score proficient or advanced in the area of social studies</p> <p>75% of students will</p>	<p>10.1 – 10.3: (4) Student Achievement (8) Student Performance Local Priority - Charter: (1–3)Educational Program; Measurable Student Outcomes; and Progress Towards Outcomes</p> <p>10.4: (4) Student Achievement (8) Student Performance</p>

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10.4: FitnessGram test results analysis	of the semester progress report in the area of Science. Goal 10.4: 90% of all 5th grade students will achieve Healthy Fitness Zone as measured by the FitnessGram.				students will score proficient or advanced in the area of science 10.4: 80% of all 5th grade students will achieve Healthy Fitness Zone as measured by FitnessGram	score proficient or advanced in the area of science 80% of all 5th grade students will achieve Healthy Fitness Zone as measured by FitnessGram	score proficient or advanced in the area of science 90% of all 5th grade students will achieve Healthy Fitness Zone as measured by FitnessGram	
Need: Parents are engaged as partners in their child's education and feel connected to and welcome at the school. Metric: 11.1: Volunteer logs 11.2: Annual Program Evaluation Survey results 11.3 Monthly Parent/Faculty	Goal 11.1: 80% of parents will complete the suggested number of volunteer hours. Goal 11.2: At least 90% of parents will report feeling satisfied with the school. Goal 11.3: The Parent/Faculty Council will remain active, meeting monthly, and will give input in key decision-making processes.	All	All		11.1: 70% of parents will complete the suggested number of volunteer hours 11.2: 80% of parents are satisfied with level of parent engagement in their education 11.3: Regularly attending members of Parent council represent student demographics and diverse student	75% of parents will complete the suggested number of volunteer hours 85% of parents are satisfied with level of parent engagement in their education Regularly attending members of Parent council represent student demographics and diverse student	80% of parents will complete the suggested number of volunteer hours 90% of parents are satisfied with level of parent engagement in their education Regularly attending members of Parent council represent student demographics and diverse student	(3) Parental Involvement Local Priority - Charter: (4)Governance

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.)
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Council meeting minutes					interests	interests	interests	
<p>Need: Students will meet or exceed the same accountability standards as comparable district schools regarding pupil engagement</p> <p>Metric: Quarterly FOCUS and CALPADS reports</p>	<p>Goal 12.1: VCES students will have an average 97% attendance rate. All statistically significant subgroups will demonstrate proportional rates of absenteeism.</p> <p>Goal 12.2: VCES will have a chronic absenteeism rate of less than 5%.</p>	All	All		<p>12.1: 95% attendance rate. All subgroups demonstrate proportional rates of absenteeism</p> <p>12.2: <5% chronic absenteeism. All subgroups demonstrate proportional rates of absenteeism.</p>	<p>96% attendance rate. All subgroups demonstrate proportional rates of absenteeism</p> <p><5% chronic absenteeism. All subgroups demonstrate proportional rates of absenteeism.</p>	<p>97% attendance rate. All subgroups demonstrate proportional rates of absenteeism</p> <p><5% chronic absenteeism. All subgroups demonstrate proportional rates of absenteeism.</p>	(5) Student Engagement Local Priority - Charter: (2-3) Measurable Student Outcomes and Progress Towards Outcomes
<p>Need: The climate and culture of the school is safe, supportive, engaging, and enriching</p> <p>Metric: 13.1 & 13.2:</p>	<p>Goal 13.1: Pupil suspension rates will remain <5%. Suspension rates are proportional across sub-groups. Special Education students are not disproportionately suspended.</p> <p>Goal 13.2: Pupil expulsion rates will remain <3%. Expulsion rates are proportional across sub-groups. Special</p>	<p>13.1 & 13.2: All/Special Education Students</p> <p>13.3: All</p>	All	<p>Metric: Quarterly FOCUS and CALPADS reports</p>	<p>13.1: Pupil suspension rates remain <5%. Suspension rates are proportional across sub-groups.</p> <p>13.2: Pupil expulsion rates remain <3%.</p>	<p>Pupil suspension rates remain <5%. Suspension rates are proportional across sub-groups.</p> <p>Pupil expulsion rates remain <3%.</p>	<p>Pupil suspension rates remain <5%. Suspension rates are proportional across sub-groups.</p> <p>Pupil expulsion rates remain <3%.</p>	<p>13.1 & 13.2: (5) Student engagement (6) School Climate Local Priority - Charter: (2,3&10) Measurable Student Outcomes and Progress Towards Outcomes; Suspension & Expulsion Procedures</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	
Quarterly FOCUS and CALPADS reports 13.3: Annual Program Evaluation Survey results	Education students are not disproportionately expelled. Goal 13.3: 90% overall satisfaction rate from students and parents				Suspension rates are proportional across sub-groups. 13.3: 80% of students and parents are satisfied with level of parent engagement in their education	Suspension rates are proportional across sub-groups 85% of students and parents are satisfied with level of parent engagement in their education	Suspension rates are proportional across sub-groups. 90% of students and parents are satisfied with level of parent engagement in their education	13.3: (5) Student engagement (3) Parental Involvement

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 <i>Not Required</i>	Year 3: 2016-17 <i>Not Required</i>
Goal 1.1: 100% of teachers are “highly qualified” for their teaching assignment, holding the appropriate credential, including subject matter and EL authorizations.	(1) Basic Services (4) Pupil Achievement Local Priority – Charter: (5) Employee Qualifications	The school will use ctc.ca.gov to analyze teacher credentials prior to date of hire and will monitor current staff annually.	LEA-wide		Data Manager will be responsible for credential checks: \$12,600 using LCFF base revenue. (Object 2300) VCES currently employs 12 fully-credentialed teachers. Teacher salaries total \$727K, paid for using LCFF base funds (inclusive of EPA funds) and unrestricted lottery funds. (Object 1110)		
Goal 1.2: In addition to holding the appropriate credential, teachers will have experience in mission appropriate pedagogy.	(1) Basic Services	The school will provide professional development in curricular areas such as project-based learning, Reader’s/Writer’s workshop, Singapore Math (or similar), advisory, etc.	LEA-wide		VCES will send teachers to appropriate PD conferences. Budget: \$5,500 using LCFF base revenue and Title II Funds. (Object 5200) VCES will contract for PD sessions at the		

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 <i>Not Required</i>	Year 3: 2016-17 <i>Not Required</i>
					school site: \$20,395 using LCFF base revenue and Common Core funding. (Object 5850)		
Goal 1.3: VCES will maintain a staff retention rate of at least 85%.	(1) Basic Services (6) School Climate	The school will provide professional development based on teacher need, salaries will remain competitive, teachers will receive longevity bonuses at 5 years.	LEA-wide		All costs are included in teacher salary total above.		
Goal 2.1: The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program. All materials are aligned to CCSS or other adopted state materials.	(1) Basic Services (2) Implementation of State Standards (3) Broad Course of Study Local Priority - Charter: (1) Educational Program	The school will purchase and create enough Common Core aligned materials necessary to implement our educational program and provide access to students	LEA-wide		The school will purchase CC aligned textbooks and other books. Total cost: \$10,546 using LCFF base revenue. (Object 4110) The budget also includes \$25,864 for instructional materials paid for using LCFF base revenue and Prop 20 lottery revenue. (Object 4310)		
Goal 3.1: School facilities are clean, conducive to learning, and do not pose health or safety	(1) Basic Services Local Priority - Charter: (6) Health and Safety Procedures	The school will provide the necessary custodial services, maintenance and operation supplies, and ensure the safety plan is	LEA-wide		Maintenance charges included in the rent agreement are 28,200 paid for from LCFF base revenue/SB 740		

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 <i>Not Required</i>	Year 3: 2016-17 <i>Not Required</i>
risks to students. Students take ownership in the cleanliness and safety of the school. Health and safety issues, when they arise, are addressed within 24 hours, and resolved within 5 business days.		fully implemented			funds. (Object 5610) In addition, the budget includes \$3,400 for deep cleaning (Object 5500), \$3,060 for custodial supplies (Object 4370), and \$2,000 for repairs (Object 5630) all paid for using LCFF base revenue.		
Goal 4.1: All teachers are proficient at developing common core-aligned units of study anchored by performance tasks/measures.	(2) Implementation of CCSS (8) Student performance Local Priority - Charter: (1-3) Educational Program; Measurable Student Outcomes; and Progress Towards Outcomes)	Professional development and planning time will focus on unit and project development and will be tuned through lesson study, protocols, and principal feedback.	LEA-wide		Actions are covered in the PD costs listed above.		
Goal 6.1: Class sizes (22:1) will continue to fall below the district average.	(1) Basic Services (5) Pupil Engagement	The school will provide the lowest student to teacher ratio that is financially possible.	LEA-wide		Cost is included in teacher salary expense listed above.		
Goal 8.1: All students (grades 1 st to 6 th) will participate in a broad course of	(7) Course Access Local Priority - Charter: (1) Educational Program	The school will offer a broad course of study to 100% of its students every year.	LEA-wide		In addition to the instruction provided by VCES teachers in math, ELA, science, and social		

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 <i>Not Required</i>	Year 3: 2016-17 <i>Not Required</i>
study that includes instruction in language arts, mathematics, social studies, science, visual/performing arts, health and physical education.					science, VCES offers 12 hours a week of music instruction - \$21,000 to be paid for using LCFF base revenue. (Object 2100)		
Goal 9.1: Annual API will meet or exceed the established growth target and will remain above 800, participation rate will be at least 95%, and at least 80% of students will score proficient/advanced in English/Language Arts and Mathematics.	(4) Student Achievement (8) Student Performance Local Priority - Charter: (1-3) Educational Program; Measurable Student Outcomes; and Progress Towards Outcomes	The school will analyze State and local disaggregated assessment results, identify areas of curricular and student needs and make curricular adjustments and develop student action plans.	LEA-wide		Cost is included in teacher salary expense listed above.		
Goal 9.2: VCES students will exceed the average proficiency of comparison resident schools.	(4) Student Achievement (8) Student Performance Local Priority - Charter: (1-3) Educational Program; Measurable Student Outcomes; and Progress Towards Outcomes)	The school will analyze State disaggregated assessment results, identify areas of curricular and student needs and make curricular adjustments and develop student action plans.	LEA-wide		Cost is included in the Data Manager expense listed above.		
Goal 10.1: All	(4) Student Achievement	Students' fluency in	LEA-wide		The school will		

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 <i>Not Required</i>	Year 3: 2016-17 <i>Not Required</i>
students will demonstrate at least one year of growth toward grade-level proficiency in reading, language arts, and math.	(8) Student Performance Local Priority - Charter: (1-3) Educational Program; Measurable Student Outcomes; and Progress Towards Outcomes	reading and math will be monitored through AIMSWEB ongoing assessments. Grouping and targeted intervention will be adjusted as necessary.			contract with AIMSWEB for \$2,500 to be paid for using LCFF base revenue. (Object 5300)		
Goal 10.2: 75% of VCES students will score proficient (rubric score of 3) or advanced (rubric score of 4) as measured on the end of the semester progress report in the area of Social Studies.	(4) Student Achievement (8) Student Performance Local Priority - Charter: (1-3) Educational Program; Measurable Student Outcomes; and Progress Towards Outcomes)	Students progress will be monitored through FOCUS by teachers, parents, and students. Conferences will be set up as needed for students who are not achieving. Teacher will be clear on class requirements and follow up with students who are not following through on their work.	LEA-wide		VCES will contract with FOCUS for \$2,500 to be paid for using LCFF base revenue. (Object 5300)		
Goal 10.3: 75% of VCES students will score proficient (rubric score of 3) or advanced (rubric score of 4) as measured on the end of the semester progress report in the area of Science.	(4) Student Achievement (8) Student Performance Local Priority - Charter: (1-3) Educational Program; Measurable Student Outcomes; and Progress Towards Outcomes)	Students progress will be monitored through FOCUS by teachers, parents, and students. Conferences will be set up as needed for students who are not achieving. Teacher will be clear on class requirements and follow up with students who are not following through on their work.	LEA-wide		FOCUS and teacher salary costs already stated.		

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 <i>Not Required</i>	Year 3: 2016-17 <i>Not Required</i>
Goal 10.4: 90% of all 5th grade students will achieve Healthy Fitness Zone as measured by the FitnessGram.	(4) Student Achievement (8) Student Performance	Physical Education classes will focus on skill development as it relates to the FitnessGram requirements. Students will monitor their progress through goal setting and charting their growth.	LEA-wide		Actions and services will be carried out by the PE teacher. \$19,470 paid for using LCFF base revenue. (Object 2100)		
Goal 11.1: 80% of parents will complete the suggested number of volunteer hours. Goal 11.2: At least 90% of parents will report feeling satisfied with the school.	(3) Parental Involvement Local Priority - Charter: (4)Governance	Parents will fill out an interest/skills survey at the beginning of the year. Parents' interests/skills will be matched with various areas of need and committee work.	LEA-wide		Survey will be created at no additional cost.		
Goal 11.2: At least 90% of parents will report feeling satisfied with the school. Goal 13.3: 90% overall satisfaction rate from students and parents	(3) Parental Involvement Local Priority - Charter: (4)Governance	Development of Annual Program Evaluation Surveys and analysis of results	LEA-wide		Data manager will develop and analyze survey at no additional cost.		
Goal 11.3: The Parent/Faculty	(3) Parental Involvement Local Priority - Charter:	Provide more resources to support parent	LEA-wide		The budget includes \$1,000 for Parent		

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 <i>Not Required</i>	Year 3: 2016-17 <i>Not Required</i>
Council will remain active, meeting monthly, and will give input in key decision-making processes.	(4)Governance	engagement and input at meetings. Increase parental engagement, training, and workshops based on needs.			Education (Object 5850) and \$2,400 for parent-led committee supplies (Object 4390) to be paid for using LCFF base revenue.		
Goal 12.1: VCES students will have an average 97% attendance rate. All statistically significant subgroups will demonstrate proportional rates of absenteeism. Goal 12.2: VCES will have a chronic absenteeism rate of less than 5%.	(5) Student Engagement Local Priority - Charter: (2-3) Measurable Student Outcomes and Progress Towards Outcomes	The school will take the following steps: 1. Letters will be sent home after three absences or three Tardies 2. After five Tardies a phone call would be made home to the parents 3. More than five Tardies a conference will be scheduled with the parents and an action plan developed. 4. Excessive absences will be referred to the attendance review board (sarb)	LEA-wide		Actions will take place at no additional cost.		
Goal 13.1: Pupil suspension rates will remain <5%. Suspension rates are proportional across	(5) Student engagement (6) School Climate Local Priority - Charter: (2,3&10) Measurable Student Outcomes and	Decrease suspensions for all students and build in proactive measures to prevent behaviors that would lead to suspensions.	LEA-wide		Actions will take place at no additional cost.		

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 <i>Not Required</i>	Year 3: 2016-17 <i>Not Required</i>
sub-groups. Special Education students are not disproportionately suspended.	Progress Towards Outcomes; Suspension &Expulsion Procedures	Provide alternatives to suspensions when appropriate.					
Goal 13.2: Pupil expulsion rates will remain <3%. Expulsion rates are proportional across sub-groups. Special Education students are not disproportionately expelled.	(5) Student engagement (6) School Climate Local Priority - Charter: (2,3&10) Measurable Student Outcomes and Progress Towards Outcomes; Suspension &Expulsion Procedures	Decrease expulsions for all students and build in proactive measures to prevent behaviors that would lead to expulsion. Provide alternatives to expulsions when appropriate.	LEA-wide		Actions will take place at no additional 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)	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 <i>Not Required</i>	Year 3: 2016-17 <i>Not Required</i>
Goal 7:1: Extra support will be provided to students who are performing below state standards in the form of small groups, teacher assistant support, and after school tutoring.	(1) Basic Services (7) Course Access Local Priority - Charter: (1-3) Educational Program; Measurable Student Outcomes; and Progress Towards Outcomes)	For Low Income, English Learner, and Foster Youth: The student-teacher ratio will be lowered further by providing each class with a teacher aide for language arts, math, and primary language support. Students identified by teachers through weekly “Kid Talk” groups will receive extra support	LEA-wide		VCES employs 12 part-time instructional aides at a total cost of \$115,325 paid for using a combination of LCFF base and supplemental revenue and Title I funds.		
Goal 5.1: All EL students are accessing CCSS-aligned curriculum, taught by teachers who have EL certification. All EL students will receive instruction that incorporates SDAIE strategies.	(2) Implementation of CCSS (8) Student performance Local Priority - Charter: (1-3) Educational Program; Measurable Student Outcomes; and Progress Towards Outcomes)	For English Learners: All students are grouped in mainstream classes that implement ELD and SDAIE strategies. Teachers use modeling, graphic organizers and visual aides to support students' recognition of essential information in all academic subject areas. Teachers are	LEA-wide		PD in ELD and SDAIE strategies - \$5K. (Object 5850) Instructional materials (graphic organizers, visual aides, etc.) - \$5K. (Object 4310) Because VCES' supplemental grant is		

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 <i>Not Required</i>	Year 3: 2016-17 <i>Not Required</i>
		mindful of the stages of language acquisition and differentiated instruction. The school provides support to English Learners in the form of teachers, aides, and primary language support.			only \$26K, these actions will likely take place using LCFF base funds. (Object 5850)		
Goal 9.3: EL students will progress at least one level on the CELDT with the goal of redesignating all students. Individual test scores will be reviewed at the beginning of the school year and individual student targets will be set.	(4) Student Achievement (8) Student Performance Local Priority - Charter: (1-3) Educational Program; Measurable Student Outcomes; and Progress Towards Outcomes)	For EL students: The school will implement all aspects of the Master Plan for English Learners. Services provide a multi-tiered system of support for English Learners, inclusive of redesignated fluent English proficient students (RFEPS)	LEA-wide		Costs described above.		

- 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.)

VCES' supplemental grant for FY 2014-15 is estimated to be \$25,813. No concentration grants are expected as VCES' unduplicated count of low income, English Learner, and foster youth students is below 55%. VCES will use these funds to cover a portion of Instructional Aide salaries. While this is a charterwide expense, the main focus of instructional aides is to provide additional support to typically underserved populations.

- 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.

Valley Charter Elementary School must increase or improve services, as defined in 5 CCR 15495, for its unduplicated students (low income students, foster youth, and English Learners) by 1.6% above the services provided to all students. VCES instructional aides allow the school to provide a total of 300 hours of small group instruction to struggling students during the year.

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.