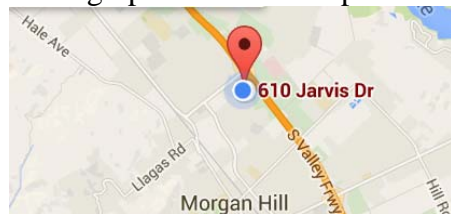SVFLEX LCAP 2015 -2016
Demographics and Description:

Location: 610 Jarvis Dr, Morgan Hill, Ca
Phone Number: 408 659-8088
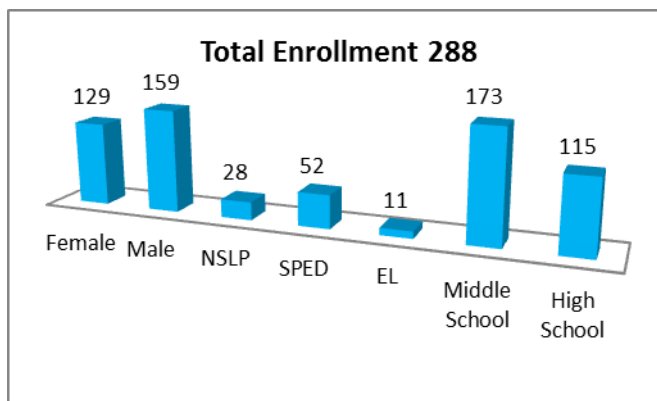Year Opened: 2011-2012 School Year

Silicon Valley Flex Academy established its presence in Morgan Hill located in the southern part of Santa Clara County, the southernmost portion of Silicon Valley. Morgan Hill has evolved into a community for the high tech industries in Silicon Valley, as well as the seat for several high tech companies- this is fitting for a technology rich academic experience provided at SVFLEX. Silicon Valley Flex Academy opened its door in 2011 and is a hybrid model of "blended" instruction.

 The School includes all of the features of successful traditional brick and mortar public schools—strong curriculum, skilled certified teachers, involved families, high accountability—and uses powerfully innovative technology to create flexible programs that meet the needs of many students.

 In this model, instruction is delivered with state-of-the-art interactive technology—online lessons with synchronous and asynchronous learning. Offline, hands-on books and instructional materials are also used. The Christensen Institute defines this model as, "…a course or subject in which online learning is the backbone of student learning, even if it directs students to offline activities at times. Students move on an individually customized, fluid schedule among learning modalities." (Christensen, 2012)

The Flex Public Schools' Board of Trustees, Management Team, Advisors, Supporters and Partners have extensive experience with charter schools, startup organizations, education (including school design, curriculum development, instructional strategies, assessment and staff development), business, law, facilities development, finance, technology, strategic planning, governmental relations, fundraising, public relations, organizational development, student leadership development, and community development.
In September 2014, SVFLEX acquired a new Head of School. A new team was developed including: Operations Manager, Counselor, Academic Administrator and the addition of three teachers to a newly revised leadership team.

Currently the population consists of a diverse group of students from Morgan Hill, San Jose, Gilroy and Los Gatos. The staff includes: 12 fully credentialed teachers, 6 academic coaches, 4 para educators, an office manager, an operations manager, one credentialed student counselor and one Head of School.

Total Enrollment 288

Category	Count
Female	129
Male	159
NSLP	28
SPED	52
EL	11
Middle School	173
High School	115

Race	Total
American Indian or Alaska Native	2
Asian	6
Asian Indian	2
Black or African American	13
Chinese	2
Declined to State	11
Filipino	4
Hispanic or Latino	60
Japanese	3
Korean	1
Other Asian	2
Other Pacific Islander	2
Samoan	1
Vietnamese	6
White	173
(blank)	
Grand Total	**288**

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Silicon Valley Flex Academy   Contact (Name, Title, Email, Phone Number): Caroline Wood, HOS, cwood@k12.com 408 659-8088 LCAP Year :2015 -2016

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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require srate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 rir pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development 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 prred 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:

Parental involvement: efforts to seek parent input in decision making at the district and each school site, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52055(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described srately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

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

Involvement Process	Impact on LCAP
Meetings to discuss the LCAP goals were held: **Wednesday March 4th, 2015 with PTO** **Monday March 31st, 2015 with Flex School Board** **April 2015 Release of Survey Monkey to all students and parents** **Wednesday May 6th, 2015 Follow-up meeting with PTO** **May 2015 Release of Feedback Document via Google Doc for all SVFlex Staff** **A description of the LCAP process was provided to the PTO. The goal was to provide a clear use of the LCAP and the necessity for stakeholder feedback. Each goal was presented by the HOS for comments and questions. PTO was informed of the survey to be sent to all families to gain insight and feedback about the goals and essential components of the goals.** **Monday March 30th, 2015 with the school board and public** **During the presentation about the school's progress and academic updates, the four proposed LCAP goals were presented. We used the opportunity to describe the process and policy surrounding the LCAP and then to get feedback from board members on the proposed SVFLEX goals. Parents were also at the meeting to provide commentary on the action steps in the goals related to school culture and safety.** **Surveys were sent to all parents and students at SVFLEX for comment on the proposed goals** **We felt it was essential to reach all stakeholders who could not attend the physical meetings. The survey was sent to both parents and students in order to capture student feedback. The survey not only addressed the**	**A revised system for improved discipline was a more common theme and led to changes in our school culture action steps.** **There were very positive responses to our Early College program and this solidified our plans to implement this program.** **Our goal to improve the EL program has been supported though implementation has been limited. We attribute this to low EL numbers. Marketing has developed some wonderful tools to assist in growing this community within the SVFlex family. The need for a comprehensive EL program based on the ELD standards has altered our staffing requests.**

four LCAP goals and feedback on those goals, but allowed for additional goals to be suggested. Survey questions about the components of the goals were also created to help drive priorities and get a sense of understanding about the value of the goals presented. **Google Doc form sent to all staff members at SVFLEX for comments on the proposed goals** Staff members were given several weeks to comment on the four goals and provide feedback. The school culture is largely generated by the positive attitudes of the staff, making their impressions and suggestions an integral part of developing and fine tuning out LCAP process.	
Annual Update The previous LCAP was not addressed. The team that constructed the LCAP last school year has been replaced by an entirely new administration. There were no provisions made to review the LCAP during the school year. The new HOS is focused on the updated format of the LCAP and incorporated viable goals from the previous LCAP into a more specific LCAP. The school leadership team comprised of administration, teacher leaders and support staff reviewed the previous LCAP in conjunction with the proposed LCAP goals for 2015-2016 in an effort to realize portions of last year's goals within the scope of the new goals.	**Annual Update:** More care has been taken to thoroughly vet this year's LCAP with all stakeholders. We are developing more parent/teacher/student groups beyond the PTO to assist with diverse voices resonating within all our decisions. This administrative team's attitude demonstrates recognition that LCAPs are living documents. Processes will be established to review the LCAP each semester for feedback and improvements within the school year. Supplemental funding for unduplicated students had to be adjusted to reflect actual expenditures. This year's LCAP has Anticipated Costs associated specifically to Supplemental Funding matching the Concentration Grant funding/MPP for 2015-2016.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, as applicable (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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal.

When completing the goal tables, include goals for all pupils and 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. 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.

Related State and/or Local Priorities: Identify the state and /or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data, used to identify the need(s).

Schools: Identify the schools sites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

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 parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

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

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

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

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) 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?

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

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

GOAL **One:**	Silicon Valley Flex Academy will develop a comprehensive EL program	Related State and/or Local Priorities: 1__ 2X 3X 4X 5__ 6__ 7__ 8X COE only: 9__ 10__ Local : Specify _____

Identified Need :	• Implement tools to consistently measure EL students' academic growth. • Develop a comprehensive EL program that includes a dedicated curriculum and intervention process according to California ELD standards

Goal Applies to:	Schools:	Silicon Valley Flex Academy
	Applicable Pupil Subgroups:	English Language Learner

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	As EL student population increases, measurability will include 70% of EL students meeting academic growth targets as measured by local benchmark testing and intervention programs. Increase the number of students who are designated Reclassified English Language Learners measured by the CELDT or other approved statewide assessments for EL. The proficiency growth targets set by the state are 1.2% increase for students participating greater than five years.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Aggregate I-Ready Benchmark testing to progress monitor use of interventions as indicated. Secure licenses for Reading Horizons. • Reading Horizons provides a research-based approach that breaks the basics of the English language into a step-by-step process. • The program provides instruction in order to learn to read, write, and communicate. • Reading Horizons teaches phonics in an explicit, systematic, and multi-sensory fashion. • As EL students build these foundational skills, the curriculum layers in activities that promote pronunciation, vocabulary, grammar, and comprehension development. • The program provides a thorough explanation of the rules and structure of the English language, • EL students are empowered with strategies that dramatically decrease their reading, spelling, and pronunciation errors	Entire School	Entire School __ALL OR: __Low Income pupils **X English Learners** __Foster Youth **X Redesignated fluent English proficient** __Other Subgroups:(Specify)_____	Anticipated expenditure: $7000 for Reading Horizons Licensure Anticipated Funding Source: LCFF and Supplemental Funds

Provide professional development for staff through in-service and existing Professional Learning Communities. Topics of study will include: • The CA ELD Standards • Scaffolding instruction for EL students • The use of complex texts and intellectually challenging material • Professional Development on the implementation of Reading Horizons	Entire School	__ALL OR: __Low Income pupils **X English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Anticipated Expenditure: $2000 Anticipated Funding Source: LCFF and Supplemental Funds
Provide Spanish versions of all communications coming from the school. This will include: • The school website • Mass KMAILs from the school • Parent Teacher Organization material • School newsletters • All enrollment documents • School handbooks • Rigorous targeting by Enrollment Manager in communities with a high EL population	Entire School	__ALL OR: __Low Income pupils **X English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Anticipated Expenditure: $1000 Anticipated Funding Source: LCFF and Supplemental Funding

| Hire support staff and contractors to support the instructions and progress monitoring of EL students
• Program Manager
• EL Coordinator | Entire School | __Low Income pupils **X English Learners**
__Foster Youth **X Redesignated fluent English proficient** __Other
Subgroups:(Specify)_____ | Anticipated expenditure: $27,500 Salary for PT EL Program Manager

$4000 for EL Coordinator

Anticipated Funding Source: LCFF and Supplemental Funds |

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	As EL student population increases, measurability will include 75% of EL students meeting academic growth targets as measured by local benchmark testing and intervention programs. Maintain the increase in the number of students who are designated Reclassified English Language Learners measured by the CELDT or other approved statewide assessments for EL. The proficiency growth targets set by the state are 1.2% increase for students participating greater than five years

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Continued use of Reading Horizons Continued progress monitoring of EL students using I-Ready.	Entire School	__ALL -- OR: __Low Income pupils **X English Learners** __Foster Youth **X Redesignated fluent English proficient** __Other Subgroups:(Specify)_____	Anticipated expenditure: $7000 for Reading Horizons Licensure Anticipated Funding Source: LCFF and Supplemental Funding
Continued and consistent use of Spanish Versions of school communications. Continued growth in contact points with the EL community through rigorous marketing strategies.	Entire School	__ALL -- OR: __Low Income pupils **X English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Anticipated Expenditure $1000 Anticipated Funding Source: LCFF and Supplemental Funding
Full implementation of EL Program Manager and EL Coordinator to facilitate comprehensive EL program and it implementation based on the ELD standards.	Entire School	__ALL OR: __Low Income pupils **X English Learners** __Foster Youth **X Redesignated fluent English proficient** __Other Subgroups:(Specify)_____	Anticipated expenditure: $27,500 Salary for PT EL Program Manager

			$4000 for EL Coordinator Anticipated Source: LCFF and Supplemental Funding

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	As EL student population increases, measurability will include 80% of EL students meeting academic growth targets as measured by local benchmark testing and intervention programs. Maintain the increase in the number of students who are designated Reclassified English Language Learners measured by the CELDT or other approved statewide assessments for EL. The proficiency growth targets set by the state are 1.2% increase for students participating greater than five years.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continued use of Reading Horizons and progress monitoring using I-Ready.	Entire School	_ALL	Anticipated expenditure: $7000 for

Aggregate data from Smarter Balance testing comparing EL results to other subgroups.		OR: __Low Income pupils **X English Learners** __Foster Youth **X Redesignated fluent English proficient** __Other Subgroups:(Specify)_____	Reading Horizons Licensure Anticipated Funding Source: LCFF and Supplemental Funding
Continued and consistent use of Spanish Versions of school communications. Continued growth in contact points with the EL community through rigorous marketing strategies.	Entire School	__ALL OR: __Low Income pupils **X English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Anticipated Expenditure: $1000 Anticipated Funding Source: LCFF
Continued Professional Development: • Communicating with the EL parent • Using cooperative learning in the classroom for EL	Entire School	__ALL	Anticipated Expenditure: $1000 Anticipated

	OR: __Low Income pupils **X English Learners** __Foster Youth **X Redesignated fluent English proficient** __Other Subgroups:(Specify)_____		Funding Source: LCFF and Supplemental Funding
Continued full implementation of EL Program Manager and EL Coordinator	__Low Income pupils **X__English Learners** __Foster Youth **X Redesignated fluent English proficient** __Other Subgroups:(Specify)_____		Anticipated expenditure: $27,500 Salary for PT EL Program Manager $4000 for EL Coordinator

GOAL Two:	Silicon Valley will improve school climate and conditions for learning as measured by pupil suspension rates, expulsion rates and local measures including surveys administered to parents, students and staff regarding their sense of safety on the SVFLEX campus.	Related State and/or Local Priorities: 1__ 2_ _ 3X 4_ _ 5__ 6X 7__ 8_ _ COE only: 9__ 10__ Local : Specify _____

Identified Need :	• Based on current suspension rates, SVFLEX rates are 5.9% as compared to Santa Clara County at 3.1% • Improve use of targeted school climate surveys

Goal Applies to:	Schools:	Silicon Valley Flex Academy	
	Applicable Pupil Subgroups:	All students	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Suspension rates will decrease by 2% as measured using the School Pathway SIS system and DataQuest 90% of respondents will indicate that they feel safe on the SVFLEX campus as demonstrated by surveys sent to parents, students and staff.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Implement a system of Restorative Justice	Entire School		See below
• Restorative Justice (RJ) requires that schools work to restore those who have been injured. • Those students directly involved and affected by the discipline issue should have the opportunity to participate fully in the response if they wish. • The school's role is to preserve a just system and for the school culture to build and maintain a just peace. **There are four key values:** • <u>Encounter:</u> Create opportunities for discipline offenders and victims to meet and discuss the infraction. • <u>Amends</u>: Expect the discipline offender to take steps to repair the harm they have caused. • <u>Reintegration:</u> Restore the offender and victim back into the school culture. • <u>Inclusion</u>: Provide opportunities for those with a stake in the offense to participate in its resolution.		**X ALL** --- OR:__Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

| Professional Learning Communities will develop implementation models around the Restorative Justice model. This will include:

- Professional study of the Restorative Model
- Implementation of the model within all Advisory Sessions for grades 6 through 12. | Entire School | **X ALL**
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other
Subgroups:(Specify)_____ | Anticipated expense:

$900 for Books and materials for teachers and advisory material

Anticipated Funding Source: LCFF and Supplemental Funding |

SVFLEX will secure tools and protocols to regularly assess the feeling of safety using a reputable survey tool. • Questionnaire will be specific to either students, parents or staff • Questionnaire will be given at the beginning of the year, at semester and at the end of the school year • Data will be used to progress monitor the success of the Restorative Justice model SVFLEX will develop a <u>School Community Connectedness Organization (SCCO)</u> that includes all stakeholders to develop further school activities that promote parental participation, pupil engagement with the RJ process and improve school connectedness.	Entire School	**<u>X ALL</u>** OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Anticipated Expense: $250 for Survey Monkey License Anticipated Funding Source: LCFF

<div align="center">

LCAP Year 2: 2016-2017

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Expected Annual Measurable Outcomes:	Suspension rates will decrease by 3% as measured by School Pathway SIS system and DataQuest 92% of respondents will indicate that they feel safe on the SVFLEX campus as demonstrated by survey sent to parents, students and staff.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Full implementation of the Restorative Justice model.	Entire School	**X ALL** ------------------ OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Anticipated Expense: $50 per new staff member for material and books Anticipated Funding Source: LCFF and Supplemental Funds
• Professional Learning Communities will continue	Entire	__ALL	No additional

to monitor progress with the RJ model. • Professional Development will continue to address school culture and climate using the RJ model. • Full implementation and reinforcement of topic specific advisory sessions with all students	School	OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	cost anticipated
Full implementation of surveys to quantify level of security felt by parents, students and staff. Continued maturation of the <u>SCCO</u> committee.	Entire School	__ALL OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Anticipated Expense: $250 for annual renewal of Survey Monkey Anticipated Funding Source: LCFF

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Suspension rates will decrease by 5% as measured by School Pathway SIS system and DataQuest 95% of respondents will indicate that they feel safe on the SVFLEX campus as demonstrated by survey sent to parents, students and staff.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fully implemented and improved model of Restorative Justice (RJ)		Entire School	**X ALL** OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Anticipated Expense: $50 per new staff member for material and books Anticipated Funding Source: LCFF and Supplemental Funds

- Professional Learning Communities will continue to monitor progress with the RJ model. - Professional Development will continue to address school culture and climate using the RJ model and in addition provide presentations and articles communicating the success of the program to other educators and the community. - Develop team for review of advisory material to avoid duplication and extend focus of Restorative Justice.	Entire School	**X ALL** OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional expense anticipated
Full implementation and refinement of surveys to quantify level of security felt by parents, students and staff. Continued maturation of the SCCO committee and in addition provide presentations to members of the community.	Entire School	**X ALL** OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Anticipated Expense: $250 for annual renewal of Survey Monkey Anticipated Funding Source: LCFF

GOAL **Three:**	Silicon Valley Flex Academy will improve Pupil Engagement as measured by school attendance rates and cohort graduation rates.	Related State and/or Local Priorities: 1__ 2_ _ 3X 4_ _ 5X 6_ 7X 8_ _ COE only: 9__ 10__ Local : Specify _____
Identified Need :	• Currently available cohort graduation rates at SVFLEX are 84.2% (DataQuest) • Current attendance rates at SVFLEX are 92% as measured by School Pathways SIS • Current truancy rates at SVFLEX are 11% as measured by School Pathways SIS • Develop Early College and Career Pathways through Individual Graduation Plans	

Goal Applies to:	Schools:	Silicon Valley Flex Academy	
	Applicable Pupil Subgroups:	All students	

LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	Cohort graduation rates will improve to 85% Attendance rates will increase to 94% as measured by School Pathways SIS Truancy will decrease to 9% as measured by School Pathways SIS 25 % of students will matriculate through a Career Area of Concentration through their four years of high school Increase the number of CTE courses from 0 to 3 as measured by list of course offerings			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Implement Individual Graduation Plans outlining a Career Area of Concentration as outlined by the 16 Recognized Career Clusters. • Students participate in Career Readiness in grade 8 • Students choose an offered Career Area of Concentration • Student Individual Graduation Plan template outlines the course of study from grade 9 through 12 • Students choose <u>Career Technical Education</u> path, four year <u>Academic Pathway</u> or both • Parents participate in the review of the Individual Graduation Pathway. All communication translated and vetted for EL families • Students visit College Career Fair **These are the Career Areas of Concentration that will be offered by SVFLEX** • Business Management & Administration • Information Technology • Academic Readiness (For University Bound Students)	Entire School	**<u>X ALL</u>** OR:__Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Anticipated Expense: $500 Travel $4,200, IST support (50 students at $42.00 per student per semester) LCFF and Supplemental Funds

Implement concurrent enrollment program for an Early College Experience and improve student engagement and school climate: • Local community colleges • Accredited Online Colleges • Local Technical Education Schools	Entire School	**X ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Anticipated Expenditure: $100 Anticipated funding: LCFF
Improve protocols and procedures for monitoring attendance: • Improved early detection of absences • Improved follow-up with truant students • Improved relationship with local CPS • Improved communication with potential enrollees at SVFLEX in regards to attendance expectations • All communication translated and vetted for EL families	Entire School	**X ALL** OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Anticipated Expense: $90 Anticipated funding: LCFF Supplemental Funding for translated material

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Cohort graduation rates will improve to 85.5% Attendance rates will increase to 94.5% as measured by School Pathways SIS Truancy will decrease to 7% as measured by School Pathways SIS 30 % of students will matriculate through a Career Area of Concentration through their four years of high school Increase the number of CTE courses from 3 to 4 as measured by list of course offerings		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Full implementation of the Individual Graduation Plans for grades 9-10 Addition of more CTE courses	Entire School	**X ALL** OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ ___	Anticipated Expense: $100 $4,200, IST support (50 students at $42.00 per student per semester) Anticipated funding: LCFF and Supplemental Funding

			Anticipated Expense: $500
Expanded opportunities with post-secondary institutions that support concurrent enrollment including continued visit to College Career Fair	Entire School	**X ALL** ---- OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ ___	Anticipated funding: LCFF and Supplemental Funding
Full implementation of protocols, procedures and informational meetings around the importance of school attendance including documents in languages effective for non-English speaking families	Entire School	**X ALL** ---- OR: __Low Income pupils X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ ___	Anticipated Expense: $95 Anticipated funding: LCFF and Supplemental Funding for translated material

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Cohort graduation rates will improve to 86% Attendance rates will increase to 94.5% as measured by School Pathways SIS Truancy will decrease to 7% as measured by School Pathways SIS 35 % of students will matriculate through a Career Area of Concentration through their four years of high school Increase the number of CTE courses from 4 to 5 as measured by list of course offerings		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Fully implemented individual graduation plans for grades 9 through 11 Addition of more CTE courses	Entire School	**X ALL** OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ ___	Anticipated Expense: $500 Travel $4,200, IST support (50 students at $42.00 per student per semester) Anticipated funding Supplemental Funds LCFF and
Continued expansion for opportunities with post-secondary institutions that support concurrent enrollment. College Career Fair Visit.	Entire School	**X ALL** OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Anticipated Cost: $500 Anticipated funding: LCFF and Supplemental Funding
Full implementation of protocols, procedures and informational meetings around the importance of school attendance including documents in languages effective for non-English speaking families	Entire School	**X ALL** OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ ___	Anticipated Cost: $95.00 Anticipated funding: LCFF and Supplemental Funding for translated material

GOAL **Four:**	Silicon Valley Flex Academy will improve pupil achievement as measured by locally implemented benchmark testing and state level assessments as measures become available.	Related State and/or Local Priorities: 1X 2X 3__ 4X 5__ 6_ 7 X 8X COE only: 9__ 10__ Local : Specify _____

Identified Need :	Currently, 35% of students are performing at grade level in math using locally adopted benchmark testing Currently, 61% of students are performing at grade level in ELA using locally adopted benchmark testing Currently, unduplicated students are not performing at grade level (FERPA limits exact measure) Improve scores of students taking AP Exams (FERPA limits exact measure)

Goal Applies to:	Schools:	Silicon Valley Flex Academy
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Improve the percentage of students who perform at grade level in math to 40% using locally adopted benchmark testing Improve the percentage of students who perform at grade level in ELA to 65% using locally adopted benchmark testing Improve the percentage of unduplicated students performing at grade level in ELA and Math using locally adopted benchmark testing to 50% 55% of AP students will score at 3 or above on AP Exams according the AP Results via AP website

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Implementation of RTI plan: Using School Pathways to identify and aggregate student subgroups and locally adopted benchmark testing, students will be evaluated for tiered intervention. • Tier 1 : Placement in appropriate instructional group and additional instruction and tutoring • Tier 2 : Placement in prescriptive intervention programs and progress monitoring • Tier 3: Placement in prescriptive intervention programs, progress monitoring and recommendation to SST for possible 504 or IEP.	Entire School	**X ALL** OR:__Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ ___	Anticipated Funding: LCFF and Supplemental Funding Anticipated Expense: $10,000 for School Pathways $2000 for RTI/EL Stipend
Ongoing auditing of instructional effectiveness through: • Hiring of fully credentialed educational staff including BCLAD staff certification • Targeted educational credential for pupils taught • Scheduled and unscheduled teacher evaluations • Use of a standards based curriculum assessable to all students and using DDI to drive academic success	Entire School	**X ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ ___	Anticipated Expenses: $538,000 for staffing Anticipated Source: LCFF, EPA

| Ongoing professional development:

• Differentiated Instruction through KAGAN Cooperative Learning Models
• Data Driven instructional approach
• Providing support to EL learners | Entire School | **X ALL**

OR:
__Low Income pupils _English Learners
__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Anticipated Expenses:

$6000

Anticipated Source:
LCFF
Supplemental Funding |

LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:	Improve the percentage of students who perform at grade level in math to 43% using locally adopted benchmark testing Improve the percentage of students who perform at grade level in ELA to 68% using locally adopted benchmark testing Improve the percentage of unduplicated students performing at grade level in ELA and Math using locally adopted benchmark testing to 55% 57% of AP students will score at 3 or above on AP Exams according the AP Results via AP website			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continued use and refinement of RTI process and School Pathways to identify and aggregate unduplicated student population		Entire School	**X ALL** -- OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Anticipated Expenses: Anticipated Expense: $10,000 for School Pathways $2000 for RTI/EL Stipend Anticipated Source: LCFF and Supplemental Funds

Continued auditing of instructional effectiveness through: • Hiring <u>and retention</u> of fully credentialed educational staff and BCLAD EL program manager • Targeted educational credential for pupils taught • Scheduled and unscheduled teacher evaluations • Use of a standards based curriculum	Entire School	**X ALL** ---- OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Anticipated Expenses: $538,000 for staffing Anticipated Source: LCFF and EPA
Extend professional development to include: • Differentiated Instruction/ Kagan Strategies • Data Driven instructional approaches and progress monitoring • Instructional support to EL learners	Entire School	**X ALL** ---- OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Anticipated Expenses: $6000 Anticipated Source: LCFF and Supplemental Funding

LCAP Year 3: 2017-2018		
Expected Annual Measurable Outcomes:	Improve the percentage of students who perform at grade level in math to 46% using locally adopted benchmark testing Improve the percentage of students who perform at grade level in ELA to 71% using locally adopted benchmark testing Improve the percentage of unduplicated students performing at grade level in ELA and Math using locally adopted benchmark testing to 60% 60% of AP students will score at 3 or above on AP Exams according the AP Results via AP website		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Continued use and refinement of RTI process and School Pathways to identify and aggregate unduplicated student population	Entire School	**X ALL** --- OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Anticipated Expense: $2000 for RTI Stipend $10,000 for School Pathways Anticipated Source: LCFF and Supplemental Funds
Vigilant refinement for the: • Hiring and retention of fully credentialed educational staff and BCLAD staff program manager • Targeted educational credential for pupils taught • Scheduled and unscheduled teacher evaluations • Use of a standards based curriculum	Entire School	**X ALL** --- OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Anticipated Expenses: $538,000 for staffing Anticipated Source: LCFF and EPA

Continued professional development and extensions of topic covered	Entire School	**X ALL** OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Anticipated Expenses: $3000 Anticipated Source: LCFF

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to 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?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	Continue to attract and retain high quality staff	Related State and/or Local Priorities: 1X 2X 3__ 4__ 5X 6X 7X 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Silicon Valley Flex Academy	
	Applicable Pupil Subgroups:	All pupils	

Expected Annual Measurable Outcomes:	Documentation of teaching staff and credentialing. Documentation of teacher evaluation systems that includes a performance based pay metric. Professional development plan for supporting new and veteran staff.	Actual Annual Measurable Outcomes:	New administration found: 100% of required certification documentation 0% Performance based pay metric 0% Professional development plan for new and veteran staff

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Refine and update performance based pay evaluation system	Salaries budgeted to increase by 2% $14,000 Benefit supplemented to increase. $4,500 Anticipated Funding Sources: LCFF,EPA , Common Core Grant Anticipated Expenditures: $5,000 for BTSA program through El Dorado County SELPA, $1500 for training on Common Core instructional strategies	The new school leadership team is building on the initial attempts for a refined performance based pay evaluation system. Current evaluation system includes informal and formal evaluations by the Head of School using templates supplied by K12.	Salaries increased by 2% or more. BTSE expenditure $4500 Common Core Instructional Strategies through SELPA were not initiated $0

Scope of service:		Scope of service:	
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**X ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Make sure salaries and benefits remain competitive and that qualified teachers are recruited and retained	See above	New administration and leadership team was able to improve average salaries for teachers by 15 %	LCFF and EPA
Scope of service: **X ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: **X ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Improve plan regarding the support of new teachers to the school	See above	New administration and leadership team began building on initial plans to support new teachers to the school. New team began training and support through mentorship and the acquisition of a staff support specialist.	Salary Total for support $36,000 One full time non-exempt and one contract employee
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of reviewing the LCAP goals, the new administration team is securing staff that meets the goals of the new LCAP specifically addresses EL instruction. Professional development plans are centered on this new EL goal. Currently, we have retained most of our staff and participated in the SCCOE career fair successfully. The school will also hire a new academic dean to assist the Head of School in serving as the instructional leader and in the development of best practices at SVFLEX.		

Original GOAL from prior year LCAP:	Student need access to high quality learning materials that are aligned and support CCSS	Related State and/or Local Priorities: 1X 2X 3__ 4X 5X 6__ 7X 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Silicon Valley Flex Academy	
	Applicable Pupil Subgroups:	All pupils	

Expected Annual Measurable Outcomes:	Materials and Inventory Report	Actual Annual Measurable Outcomes:	Material inventory report specific to CCSS has not been fully established. Curriculum is being supplemented by educators using CCSS standard to generate a gap analysis.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

All students will have access to ELA and Math CCSS aligned materials	Purchase of Standards aligned materials including, print, digital and items to support hands on and project based learning. Estimated: $16,000 Funding Source: Common Core Funds LCFF and EPA funds	New Leadership Team has facilitated the gap analysis of the K12 curriculum and the current curriculum is supplemented to meet CCSS expectations. K12 is developing comprehensive CCSS curriculum that will be inaugurated 2016/2017.	These funds were not used this school year $0
Scope of service:		Scope of service:	
X ALL		**X ALL**	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

	See above		
Scope of service: **X ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: **X ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
	See above		

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | As a result of reviewing the previous LCAP goal, SVFLEX will continue to hold credentialed staff accountable for the development of Crosswalks. These Crosswalks will be used to supplement instruction to better meet CCSS standards. SVFlex will also provide PD through the Bureau of Education on CCSS in math and reading.
 Supplemental Funding (MPP) Expenditure Change: In order for students to be successful, basic needs of FARM students must be met. SVFlex receives no Title I funding to support the Free and Reduced Lunch Program. We are using **$3,969.00** of Supplemental Funding for our 20 FARM students receiving this support. |

Original GOAL from prior year LCAP:	To use assessments to drive classroom instruction. SVFlex staff will identify and use pre/post formative, interim and summative assessments to measure student performance of CCSS standards.	Related State and/or Local Priorities: 1__ 2X 3X 4X 5X 6__ 7__ 8X COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Silicon Valley Flex Academy	
	Applicable Pupil Subgroups:	All pupils	

Expected Annual Measurable Outcomes:	CAASP Benchmark Assessments	Actual Annual Measurable Outcomes:	At the time of developing this review, CAASP Assessments were not available. SVFLEX is using local benchmark assessments to monitor academic growth. Both Scantron and I-Ready is being used for this purpose.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Flex will continue to use Scantron and Study Island in grades 6-11 as well as mastery data from K12 curriculum to drive instruction. Benchmark assessments will be used to drive instruction and a data management tool to personalize the learning for students.	Purchase of benchmark assessment tools $2500 SchoolPathways $5000 Jupiter Grades $1000 Funding Source: Common Core Funds LCFF and funds	In addition to Scantron, SVFLEX is using I-Ready to benchmark and progress monitor. I-Ready is used to drive instruction and our Response to Intervention system. Students were benchmarked in the fall and spring of 2014/2015 school year. E-College and Engrade were used for reporting.	Scantron and I-Ready Benchmark were both used at a total estimated actual cost of $9,156 School Pathways Cost $10,200 Jupiter Grades was discontinued
Scope of service: **X ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: **X ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Flex staff will participate in professional development opportunities on using assessments and data to drive instruction and student achievement. Flex staff will also participate in PD on instructional strategies that support Smarter Balanced Assessments and interpreting the results.	Professional Development cost $20,000 Funding Source: Common Core Funds LCFF and EPA funds	Staff received PD on the use of I-Ready to drive instruction and our Response to Intervention system. PD for Smarter Balance centered on the use of Smarter Balance assessment practice questions. Formative data acquired was used to build student ability to successfully answer the more rigorous CCSS questions.	Actual Estimated Cost
Scope of service: **X ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: **X ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Staff will share assessment and standards mastery data with parents through conferencing and ongoing communication.	Staff will purchase student data tool Funding Source: Common Core Funds LCFF and EPA funds	SVFlex staff did not purchased student data tools. I-Ready results were sent to all parents to review ELA and Math levels. Parent/teacher conferences were held in October to inform families of student progress. E-College and Engrade along with the Total View system were used to generate reports on academic progress.	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of reviewing the previous LCAP goal, the SVFlex staff has committed to the use of Scantron and I-Ready to drive instruction. I-Ready is used to tier students into Response to Intervention programs. The I-Ready uses prescriptive curriculum to improve academic achievement for all students. Students who are not significantly below continue to use Scantron as their prescriptive tool to improve academic achievement. **Supplemental Funding (MPP) Expenditure Change:** In addition to the cost of I-Ready at the indicated amount of **$9156.00**, SVFlex expended **$10,200** for School Pathways. This system is purchased beyond the K12 foundational systems to aggregate and link all school data to the subgroups and unduplicated students at SVFlex. This is DDI process.		

Original GOAL from prior year LCAP:	Increase the reading and/or mathematics proficiency of students below grade level		Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	Silicon Valley Flex Academy	
	Applicable Pupil Subgroups:	All subgroups	
Expected Annual Measurable Outcomes:	CAASP Benchmark Assessments Rubrics Data Analysis Tracking	Actual Annual Measurable Outcomes:	CAASP results were not available. Local benchmark assessments were used. Weekly data dashboards are used for both quantitative and qualitative data and tracking. No rubrics were implemented.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Offer afterschool office hours for tutoring support	LCFF and General Fund	Every teacher has office hours. These hours are listed on the school website. In addition, all syllabi are posted for review.	There no were additional costs associated with this activity $0
Scope of service:		Scope of service:	
X ALL		**X ALL**	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Designate EL coordinator to monitor student progress and administer LAS assessments Designate an RTI coordinator to identify, plan and manage interventions.	Expenditure for RTI and EL Coordinator stipend $2000 Funding Source: Common Core Funds LCFF and funds	The school established their RTI and EL coordinator at the indicated stipend amount. Currently, this is the same individual. SVFLEX plans to elevate the EL position to a program manager to develop a more comprehensive EL program that addresses the ELD standards with full fidelity. RTI program uses I-Ready to benchmark, progress monitor and provide a prescriptive intervention in math and/or reading.	Scheduled coordinator cost at $2000
Scope of service: **X ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: **X ALL** OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Acquire supplementary resources to support mastery of foundational concepts Use data to drive intervention.	Funding Source: Common Core Funds LCFF and funds	I-Ready was purchased to supplement as an additional benchmark assessment along with Scantron. Data from benchmark testing is used to place students into our Response to Intervention model using a prescriptive intervention tool.	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of reviewing this LCAP goal, SVFLEX has moved to a more comprehensive model to address EL learners. In addition, SVFLEX seeks to use Reading Horizons to supplement the RTI model for EL learners. This program uses both online and direct instruction to meet California ELD standards. The RTI and EL positions will be delineated and the EL position will be elevated to a program manager position with an increase in yearly salary vs. a stipend. **Supplemental (MPP) Funding Expenditure Change:** There were two credentialed staff working with our EL population. One individual served as the EL and RTI coordinator with the indicated stipend of **$2000**. We also contracted with an EL Coordinator who administers all CELDT and assists with maintaining current records for all EL and Redesignated students. This contract cost was **$3,250.00.**		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds	$51,793.00

Should funding become available due to increase in unduplicated pupil funding, the following priorities would be maintained:

1. Comprehensive EL program managed by a BCLAD certified educator. The program is based on ELD standards and includes both online interventions tools and direct instruction.

2. Comprehensive EL instructional support using both online resources with Reading Horizon and Direct Instruction.

3. Positive school culture using Restorative Justice Model.

4. Full implementation of RTI model to meet immediate academic deficits. Use of School Pathways to aggregate student population and monitor unduplicated student population RTI.

5. Full implementation of Individual Graduation Plans through concurrent enrollment with post-secondary schools.

B. In the box below, 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).

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). 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.

2.39   %

1. Comprehensive EL program managed by a BCLAD certified educator. The program is based on ELD standards and includes both online interventions tools and direct instruction.

    Justification: The EL program manager and EL Coordinator work together to provide data that drives the next action steps necessary for each EL student. EL programs must have designated staff to monitor program effectiveness. Early intervention as indicated by benchmark data delivers a more effective response to all academic needs.

    The EL program manager and EL Coordinator develop professional development on site. The PD is dedicated to the ELD standards. KAGAN Cooperative Learning Strategies, "Through interactive structures, students are exposed to more functional language and have the opportunity to practice language more. Ideal for regular classroom teachers, ESL teachers, project directors, and coordinators." (KAGAN Website, Accessed 6/2015)

2. Comprehensive EL instructional support using both online resources with Reading Horizon and Direct Instruction.

    Justification: EL students must have a comprehensive program that maintains a balance of academic support during direct instruction and specialized pull-out instruction. Reading Horizons provides a prescriptive interface via computerized instruction. As a Blended Model, this is familiar to our students and will be an effective addition to our work towards reclassifying EL students.

3. Positive school culture using Restorative Justice Model.

   Justification: Foster Youth, FARM and EL students will benefit from a positive school culture where they feel safe as continuously measured by parent and student surveys. After school activities, clubs and organizations contribute to an enriched school experience. Ongoing Advisory Programs will address the social/emotional needs of students especially those students whose challenges include language, financial or family dysfunction.

4. Full implementation of RTI model to meet immediate academic deficits.

   Justification: The clear identification of student demographics using School Pathways will assist in attributing benchmark testing scores to subgroups to monitor the effectiveness of academic interventions provided by I-Ready. These tools along with a designated RTI coordinator to progress monitor students matures the academic growth of unduplicated students.

   Additionally the data sets provided by School Pathways contribute data requirements used to progress monitor the entirety of the school site. Granular aggregation of data is essential for adjusting academic outcomes through instructional modifications.

5. Full implementation of Individual Graduation Plans through concurrent enrollment with post-secondary schools.

   Justification: Low Income students will also benefit from a positive school culture along with graduation plans designed around college and career readiness. Focus on Career and Technical Education through dual enrollment will generate opportunities for post-secondary success, employment and improve cohort graduation rates.

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.