

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

Introduction:

LEA: Silicon Valley Flex Academy Contact (Name, Title, Email, Phone Number): Jeffrey Kwong, jkwong@svflex.org, 408-659-8088

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
<p>Silicon Valley Flex Academy (SV Flex) has strong parental involvement. Parents have played an integral support role since the opening of the school in 2011. All aspects of our school community, including families of English learners, low income and students with disabilities have an active voice at SV Flex.</p> <p>SV Flex has involved their stakeholders in the development of the Local Control Accountability Plan (LCAP).</p> <p>Flex Public School Board of Directors – The Board discussed the changes that would occur with the new LCFF funding formula and how goals would be developed with stakeholder input. Board meeting agendas are published and the community is encouraged to attend the meetings and provide input. LCFF and LCAP were discussed during the following meetings; December 12, April 12 and June 4th.</p> <p>SV Flex Parent Teacher Organization – The LCFF and LCAP process and development of goals was begun with our parent teacher organization in April.</p> <p>SV Flex Families and Community – a Community meeting was held on April 17 to gather input on parent engagement and further identification and development of school priorities.</p> <p>Whole School Input – The LCAP was discussed at length with the staff and they play an integral part of the identification and development of the school plan.</p>	<p>The process of gathering input and feedback from the SV Flex community provided an opportunity for all stakeholders to offer ideas about the LCAP.</p> <p>During the parent and community sessions it was clearly indicated that the following were priorities:</p> <ul style="list-style-type: none"> • Safe and connected school community • Attract and retain highly qualified teachers • Access to Common Core aligned courses and materials • Academic achievement for all learners • Increase parent involvement to support school attendance rates and college/career readiness <p>All stakeholders recognized that quality staff development and sufficient materials were key ingredients in the successful implementation of the new Common Core State Standards in ELA and Math.</p> <p>Gathering input from all stakeholders helped to define future areas to support and grow. Input that was gathered will be used to refine programs and supports that are aligned within the LCAP and for future consideration of focus areas.</p>

Involvement Process	Impact on LCAP
Balanced Scorecard – SV Flex utilizes a Balanced Scorecard model to identify and target goals and growth areas. This detailed process began as we opened the doors to the school in 2011. Stakeholder input was gathered and goals revisited each year. Prioritization and alignment of LCAP goals was also drawn from this process and document.	

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	Goals	Annual Update:	What will be different/improved for students? (based on identified metric)	Related State and Local
---------------------	-------	----------------	--	-------------------------

Metric (What needs have been identified and what metrics are used to measure progress?)	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.)	Analysis of Progress	LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2017-2018	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.)
Goal 1 Need: Continue to attract and retain high quality staff Metrics: 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.	Continue to provide a high quality work environment where staff feel valued and supported in their development as professional educators.	All Pupils			Students will have appropriately credentialed, high quality teachers that are continuously improving.	Students will have appropriately credentialed, high quality teachers that are continuously improving.	Students will have appropriately credentialed, high quality teachers that are continuously improving.	Priorities: 1, 2, 5, 6, 7

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: 2014-2015	Year 2: 2015-2016	Year 3: 2017-2018	
Goal 2 Need: Students need access to high quality learning materials that are aligned and support the CCSS Metric: Materials and Inventory Reports	All students will have access to ELA and Math CCSS aligned materials	All pupils Academically at-risk students EL Learners Students with Disabilities Foster Youth Economically Disadvantaged			80% of Math and ELA instructional materials will be aligned to CCSS	90% of Math and ELA instructional materials will be aligned to CCSS	100% of Math and ELA instructional materials will be aligned to CCSS	Priorities: 1, 2, 4, 5, 7
Goal 3 Need: To use assessments to drive classroom instruction Metric: CAASP Benchmark Assessments	SV Flex staff will identify and use pre/post, formative, interim and summative assessments to measure student performance on CCSS standards	All Pupils Academically At-Risk English Language Learners Students with Disabilities Foster Youth Economically			Baseline academic data will be obtained for all students on the CAASP assessment Benchmark assessments will be	Academic data for all students on CAASP assessment will determine the overall percentage of improvement expected.	Academic data for all students on CAASP assessment will determine the overall percentage of improvement expected.	Priorities: 2, 3, 4, 5, 8

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: 2014-2015	Year 2: 2015-2016	Year 3: 2017-2018	
<p>Goal 4 Need: Increase the reading and/or mathematics proficiency of students below grade level.</p> <p>Metrics: CAASP results, Benchmark assessments, Rubrics, data analysis and tracking</p>	Implement programs that increase the performance of students below grade level in mathematics and reading.	Academically at-risk students English language learners Students with disabilities Foster Youth Economically Disadvantaged			Baseline levels of the number of students performing below grade level in reading and or mathematics will be established.	5% improvement in students reaching grade level in reading and or mathematics as measured by state and school assessments.	5% improvement in students reaching grade level in reading and or mathematics as measured by state and school assessments.	Priorities: 4, 5, 7, 8

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>Goal 1: Continue to provide a high quality work environment where staff feel valued and supported in their development as professional educators</p>	<p>Priorities: 1,2,5,6,7</p>	<p>Refine and update performance based pay evaluation system</p> <p>Make sure salaries and benefits remain competitive and that qualified teachers are recruited and retained</p> <p>Improve plan regarding the support of new teachers to the school</p>			<p>Draft of updated performance based bonus pay plan will be completed</p> <p>Salary and benefits will be examined and budget recommendations will be made</p> <p>Anticipated Expenditures: Salaries budgeted to increase by 2% \$14,000 Benefit supplemented to increase. \$4,500 Anticipated Funding Sources:</p>	<p>Updated performance based bonus pay plan will be implemented and evaluated.</p> <p>Salary and benefits will be examined and budget recommendations will be made</p> <p>Anticipated Expenditures: Salaries will be budgeted to include competitive compensation. Anticipated Funding Sources:</p>	<p>Updated performance based bonus pay plan will be implemented and evaluated.</p> <p>Salary and benefits will be examined and budget recommendations will be made</p> <p>Anticipated Expenditures: Salaries will be budgeted to include competitive compensation. Anticipated Funding Sources:</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 2	Priorities: 1,2,4,5,7	All students will have access to ELA and Math CCSS aligned materials			Anticipated Expenditure: Purchase of Standards aligned materials including, print, digital and items to support hands on and project based learning. Estimated: \$16,000 Anticipated Funding Sources: Common Core Funds LCFF and EPA funds	Anticipated Expenditure: Purchase of Standards aligned materials including, print, digital and items to support hands on and project based learning. Estimated: \$10,000 Anticipated Funding Sources: LCFF and EPA funds	Anticipated Expenditure: Purchase of Standards aligned materials including, print, digital and items to support hands on and project based learning. Estimated: \$10,000 Anticipated Funding Sources: LCFF and EPA funds
Goal 3 SV Flex staff will identify and use pre/post, formative, interim and summative assessments to measure student	Priorities: 2, 3, 4, 5, 8	Flex will continue to use Scantron and Study Island in grades 6-11, as well as, mastery data from K12 curriculum to drive instruction. Flex will adopt and/or develop			Anticipated Expenditure: Purchase of benchmark assessment tools. 2500 Anticipated Funding Source: LCFF and General		

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
performance on CCSS standards		<p>benchmark assessments and will use information gathered from this assessment to drive instruction.</p> <p>Flex staff will participated in professional development opportunities on using assessments and data to drive instruction and students achievement.</p> <p>Flex will use a data management tool to personalize learning for students.</p> <p>Staff will</p>			<p>Funds.</p> <p>Staff will purchase student data tool.</p> <p>Anticipated Expenditure: SchoolPathways \$5000 Jupiter Grades: \$1000</p> <p>Anticipated Funding Sources: LCFF General Fund</p> <p>Staff will receive professional development on the implementation of Smarter Balanced Assessments.</p> <p>Anticipated Expenditure: \$20,000</p>		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>participate in professional development on instructional strategies that support Smarter Balanced Assessments and interpreting the results.</p> <p>Staff will share assessment and standards mastery data with parents through conferencing and ongoing communication.</p>			<p>Anticipated Funding Source: Common Core Funds, LCFF, EPA</p>		
<p>Goal 4</p> <p>Implement programs that increase the performance of students below grade level in</p>	<p>Priorities: 1,5,7,8</p>	<p>Offer after-school office hours for tutoring support</p> <p>Designate and EL coordinator to monitor student progress and administer LAS</p>			<p>Anticipated Expenditures: Stipends for RTi and EL Coordinators \$2000</p> <p>Anticipated Funding Sources: LCFF and General</p>	<p>Anticipated Expenditures: Stipends for RTi and EL Coordinators \$2000</p> <p>Anticipated Funding Sources: LCFF and General</p>	<p>Anticipated Expenditures: Stipends for RTi and EL Coordinators \$2000</p> <p>Anticipated Funding Sources: LCFF and General</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
mathematics and reading.		<p>assessments.</p> <p>Designate an RTI coordinator to identify, plan and manage interventions.</p> <p>Aquire supplementary resources to support mastery of foundational concepts</p> <p>Use data to drive interventions</p>			Fund	Fund	Fund

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		For low income pupils:					
		For English learners:					
		For foster youth:					
		For redesignated fluent English proficient pupils:					

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

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.

		Silicon Valley Flex Academy			
		6/30/14			
<i>Title 5 CCR § 15496</i>		Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant			
		2013-14	2014-15	2015-16**	2016-17**
15496(a)(1)	1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		112,919	126,416	129,387



15496(a)(2)	2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils				
	Prior Year EIA expenditures 2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp				
15496(a)(3)	3. Difference [1] less [2]		112,919	126,416	129,387
15496(a)(4)	4. Increase in Estimated Supplemental & Concentration Grant Funding [3] * GAP funding rate GAP funding rate		31,674 28.05%	42,918 33.95%	28,038 21.67%
15496(a)(5) 15496(a)(8)	5. Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1])		31,674	42,918	28,038
15496(a)(6)	6. Base Funding LCFF Phase-In Entitlement less [5] LCFF Phase-In Entitlement		2,350,982 2,382,656	2,764,788 2,807,706	3,164,470 3,192,508
15496(a)(7) 15496(a)(8)	7/8. Minimum Proportionality Percentage* [5] / [6]		1.35%	1.55%	0.89%
<p>*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year. If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5. **Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.</p>					

SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP			
	2014-15	2015-16	2016-17
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 31,674	\$ 42,918	\$ 28,038
Current year Minimum Proportionality Percentage (MPP)	1.35%	1.55%	0.89%

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.