

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

LEA Name

Santa Clarita Valley International

Contact Name and Title

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Director

Email and Phone

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Santa Clarita Valley, Int'l (SCVi), iLEAD's founding school strongly believe in preparing our learners to be successful in the 21st Century. We place a great value on providing our learners with academic rigor and the 21st Century skills they will need to thrive and succeed.

At SCVi-iLEAD, we've built a model based on what we believe to be the best of all that is out there. We believe passionately in project-based learning, not because it's a fad, but because it goes to the heart of how kids learn. We've incorporated technology, not as a trendy add-on, but as an organic part of the learning process in the 21st century.

We value and encourage leadership by instilling in each learner the confidence and character that inspire others. This is something they will carry through their educational experience as well as their chosen career track.

It's not unusual that we want our learners to think for themselves. But to do this requires a grounding in the arts, in design and in humanities, and the need to feel at home in the world. For us, "thinking for themselves" is not just about solving problems but about an organic vision of the world they live in and one they will inherit.

Finally, we value the social and emotional development of our learners. We believe there is an implicit, as well as an explicit, curriculum to teach. Our goal is nothing short of learning--to change the world.

We value and encourage leadership not just as a part of a career track but by instilling in each learner the confidence and character that inspire others.

Our learners are defined by more than a score on a standardized test. Studies have shown that learners who drive their own education through our deeper-learning approach are well prepared for college and beyond.

LCAP Highlights

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

Working closely with our stakeholders to align the Santa Clarita Valley International (SCVi) Charter Petition with our LCAP, three goals have been identified as our focus to improve outcomes for all learners.

Goal 1: Provide optimal conditions of learning through providing basic services, implementation of California State Standards, and access to an academic and educational program as outlined in SCVi's Charter. 6 *Actions/Services* (pp. 18- 26)

Goal 2: Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness. 6 *Actions/Services* (pp. 27- 35)

Goal 3: Generate active engagement between parents/families and the school, and connections with the community, to promote student achievement and communication among all stakeholders. 3 *Actions/Services* (pp. 37-41)

Review of Performance

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

After a review of the state indicators, local performance indicators, stakeholder input, and various other internal assessments, SCVi has identified the following examples of improvement during the past year:

- 2017 Smarter Balanced Assessments:
 - ELA went up from 40% in 2016 to 43% in 2017
 - Math went up from 23% in 2016 to 26.3% in 2017
- 2017 High School
 - 89.2% graduation rate
 - 83.3% completed A-G course requirements
 - 87.8% increase in the number of learners taking the SAT who met both benchmarks (33% in 2016 to 62% in 2017)
 - Hispanic subgroup increased their graduation rate by 2.4% resulting in a status of "High"
- Social-Emotional Growth
 - Gratitude increase of 8.25%
 - Grit increase of 6%
- MAP Growth
 - 52% of learners who met their math MAP RIT goals
 - 58% of learners who met their reading MAP RIT goal
- EL Progress
 - Reclassified 8 learners
 - Conducted an EL audit to ensure compliance

Santa Clarita Valley, Int'l (SCVi) has also achieved a score of "Met" for each of the local priorities listed below:

- Appropriately Assigned Teachers, Access to Curriculum-aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

Greatest Progress

- Implementation of Academic Standards (Priority 2)
- Parent Engagement (Priority 3)
- Local Climate Survey (Priority 6)

As a result of our partnership with Thom Markham, of PBL Global, who provides professional development in project-based learning best practices and mentors each grade-level team, the quality and quantity of our projects has improved. Each grade-level team from TK-12 has completed a minimum of 2-3 high-quality PBL units of study during the current school year.

SCVi is proud that they have maintained their status of Very Low on the suspension rate of 0.2% for All Students. Our state performance level indicator is blue, which is the highest performance level possible.

Suspension Rate - Blue: Status Very Low

Group	# of Students	Status	Change
All	973	Very Low - 0.4%	Declined - 1.8%
English Learners	47	Very Low - 0%	Declined - 1.7%
Socio-Economically Disadvantaged	218	Very Low - 0.9%	Declined - 1.2%
Students with Disabilities	129	Low - 1.6%	Declined - 1.2%
African American	22	Very Low -0%	Maintained - 0%
Asian	12	Very Low -0%	Maintained - 0%
Hispanic	284	Very Low 0%	Declined - 1.7%
Two or More Races	72	Very Low - 0%	Declined Significantly - 3.5%
White	533	Very Low - 0.8%	Declined Significantly -2%

- LCFF Evaluation Rubrics (local indicators)
 - Met - Priority One
 - Met - Priority Two
 - Met - Priority
 - Met - Priority
- Increased Parent/Family Involvement
 - Formed Parent Action Committee
 - Monthly Parent meetings
 - Higher percentage of parents attending events and volunteering at school

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

Greatest Needs

Based on an evaluation of the LCFF Evaluation Rubrics, state and local indicators, and the performance categories of the California Dashboard, SCVi has determined that significant improvement is required in the following areas:

- Students with Disabilities performance on the ELA and Math SBAC
- Increase the graduation rate of learners in the Socio-economically disadvantaged subgroup
- Math performance on the SBAC for all students and subgroups
- Attendance
 - Decrease chronic absenteeism rate
 - Increase our average daily attendance rate
- Increase percentage of students who graduate college and career prepared

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

Performance Gaps

In English Language Arts, **All Students** is in the yellow or "medium" performance level status. Students with disabilities is performing two levels below **All Students** with a red or "very low" performance level status.

Group	Student Performance	Status	Change
All Students	Yellow	Low - 23 points below Level 3	Increased 7.2 points
Student with Disabilities	Red	Very Low - 76.5 points below Level 3	Declined 4.2 points

To address this gap, the following actions and services were developed:

1. Professional development to help facilitators learn to create and develop innovative ways through which students with special needs can acquire competency in and mastery of ELA Common Core standards.
2. Summer school with targeted support
3. Student Support (SPED) Symposium all-day event for facilitators, community members, and parents

While the number of EL learners was statistically too small (10) to generate a performance level status on the California

Dashboard, we are aware that our English Learner progress towards English proficiency is also an important performance gap we need to address.

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

Increased or Improved Services

- English Learners:**
- Reclassification policies and procedures followed with fidelity to ensure timely reclassification and monitoring of EL students.
 - Prepare for transition to ELPAC: Attend professional development to implement the new changes required by the state to support EL students.
 - Analyze academic data for EL population to best address achievement gaps and meet individual needs; Use this data to guide our academic support for this population.
- Low-income students:**
- Additional tutoring and/or resources to support learning
 - Additional counseling services for students.
 - Analyze academic data for Low-income population. Use this data to guide our academic and social emotional support for this population.
- Foster-Youth:**
- Identify the population of foster youth students.
 - Additional tutoring and/or resources to support learning
 - Analyze academic data for the foster youth population. Use this data to guide our academic and social emotional support for this population.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$11,390,184
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$10,146,348
The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.	
Total Projected LCFF Revenues for LCAP Year	\$9,929,881

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1 Improve academic performance for all learners in Math and ELA.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected		Actual																														
SBAC Math % Standard Meet/Exceed	2017-18 Projected 25% Met and Exceeded Standards	26.4% of our learners met and/or exceeded standards on the 2016-2017 SBAC Math. Preliminary 2018 results indicate about 27% will meet or exceed standards.																														
SBAC ELA % Standard Meet/Exceed	2017-18 Projected 42% Met and Exceeded Standards	43% of our learners met and/or exceeded standards on the 2016-2017 ELA SBAC. Preliminary 2018 results indicate about 50% will meet or exceed standards.																														
MAP ELA/Math reports (NWEA) An increase percentage of learners will meet their projected growth goal or exceed individual goals.	2017-18 Increase the number of learners who met their projected growth on MAP Reading and MAP.	<p style="text-align: center;">SCVi Math MAP Spring 2018</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>% of Learners Who Met Growth Goal</th> </tr> </thead> <tbody> <tr><td>K</td><td>48%</td></tr> <tr><td>1</td><td>42%</td></tr> <tr><td>2</td><td>50%</td></tr> <tr><td>3</td><td>30%</td></tr> <tr><td>4</td><td>39%</td></tr> <tr><td>5</td><td>54%</td></tr> <tr><td>6</td><td>75%</td></tr> <tr><td>7</td><td>52%</td></tr> <tr><td>8</td><td>55%</td></tr> <tr><td>9</td><td>67%</td></tr> <tr><td>10</td><td>65%</td></tr> <tr><td>11</td><td>N/A</td></tr> <tr><td>Average</td><td>52%</td></tr> </tbody> </table> <p>Last year, 45.8% of learners met or exceeded their MAP Math Growth Goal. This year, 52% of our learners met or exceeded their goal.</p> <p style="text-align: center;">SCVi Reading MAP Spring 2018</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>% of Learners Who Met Growth Goal</th> </tr> </thead> <tbody> </tbody> </table>	Grade	% of Learners Who Met Growth Goal	K	48%	1	42%	2	50%	3	30%	4	39%	5	54%	6	75%	7	52%	8	55%	9	67%	10	65%	11	N/A	Average	52%	Grade	% of Learners Who Met Growth Goal
Grade	% of Learners Who Met Growth Goal																															
K	48%																															
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9	67%																															
10	65%																															
11	N/A																															
Average	52%																															
Grade	% of Learners Who Met Growth Goal																															

K	58%
1	56%
2	46%
3	38%
4	52%
5	49%
6	68%
7	71%
8	63%
9	70%
10	65%
11	N/A
Average	58%

Last year, 61.5% of learners met or exceeded their MAP Math Growth Goal. This year, 58% of our learners met or exceeded their goal.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Santa Clarita Valley, Int'l</p> <p>Adopt 6-12 Math Curriculum CPM (College Preparatory Math) ; Staff training and implementation of iLEAD inquiry-based Math aligned to CCS.</p> <p>Focus on literacy through projects. Incorporate SBAC aligned performance tasks in PBL and implement a literacy curriculum and Lucy Calkins' Units of Study Writing K-8.</p> <p>Weekly data-focused protocols for all staff: Looking at current and projected data; setting data-focused instructional goals</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Santa Clarita Valley, Int'l</p> <p>Adopted 6-12 Math Curriculum CPM (College Preparatory Math) Staff participated in the training and implementation of iLEAD inquiry-based Math aligned to CCS.</p> <p>The lower school director met weekly with the school's Director of Curriculum, Instruction & Assessment to review current data and instructional practices. Both lower and upper school directors led monthly data protocol meeting with each grade-level team to analyze data, ascertain strengths and areas of growth, and to create an action plan. Both directors met with facilitators to strategically plan upcoming projects utilizing data outcomes. The Lower School Director met regularly with facilitators to help plan projects including a focus on literacy.</p> <p>Thom Markham also consulted with facilitators regularly during the school year to ensure rigor and deeper learning in projects.</p> <p>Facilitators also Incorporated SBAC-aligned performance tasks in PBL.</p> <p>All K-5 facilitators participated in a two-day literacy workshop to help implement reader workshop with fidelity.</p> <p>All K-8 facilitators participated in Lucy Calkins' Writer's Workshop training in the Units of Study in Opinion/Argument, Information, and Narrative Writing and Writing Pathways</p>	<p>4000-4999 Books and Supplies - LCFF: \$730,929</p>	<p>4000-4999 Books and Supplies - LCFF: \$658,070</p>

Analysis

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

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

The implementation of the actions and services to achieve the articulated goal proceeded as outlined in the 2017-2018 LCAP. As part of the plan to improve performance in math; the following steps were taken:

- Changed staffing to better meet the needs of the learners
- Separated grade levels in 4/5
- Facilitators were trained in the following
 - Ongoing College Preparatory Math professional development
 - IB Math
 - Kim Sutton
- Hired a Director of Math to coach and mentor facilitators
- Implemented Carnegie Math and Mathia as an additional resource
- Focused ongoing professional development in math best practices
- Increased math instructional minutes in 6th-8th and 11th grade by implementing a math lab with targeted instruction and support for all learners
- 2/3 provided math tutoring during "Lunch Bunch" to target struggling learners

The implementation of the actions and services to achieve the articulated goal proceeded as outlined in the 2017-2018 LCAP. As part of the plan to improve performance in English Language Arts the following steps were taken:

- Designed projects that showcased rigorous, deeper-learning ELA tasks that promote higher-level thinking skills
- Entire K-5 facilitators were trained in the Daily 5/CAFE
- Ongoing professional development in ELA best practices
- Training in Lucy Calkin's writer's workshop
- Provided each facilitator in K-8 with a copy of The Reading Strategies Book by Jennifer Serravallo

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

Significant growth in English Language Arts as demonstrated by MAP NWEA data was observed in MAP Winter and Spring assessments. The level of student work is showing increased rigor, competency, and deeper-learning.

Students are demonstrating a higher level of growth mindset and stamina in math. They are increasing math fluency in all operations in grades K-8.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Although the actions/services were all implemented during the current school year, SCVi did hire a Director of Math at the beginning of the second semester, which was not in the 2016-2017 LCAP. In addition, another change was the provision of additional training for the K-5 facilitators with a two-day intensive Daily 5/CAFE ELA workshop, which was off campus.

Goal 2

Increase the number of graduates who are college and career ready

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
Local Priorities: College and Career Indicator

Annual Measurable Outcomes

	Expected	Actual						
Yearly California School Dashboard	<p>2017-18 Increase the total percentage of learners prepared for college and career to 69%.</p>	<p>83.3% of the 2017 graduates met A-G requirements. 4 high school students had completed a total of 9 CTE courses during 2017-2018.</p>						
Yearly California School Dashboard	<p>2017-18 Increase ELA grade 11 performance by 3 points.</p>	<table border="1"> <tr> <td>2016 ELA SBAC</td> <td>44%</td> </tr> <tr> <td>2017 ELA SBAC</td> <td>57.8%</td> </tr> <tr> <td>Change</td> <td>+13.8 points</td> </tr> </table> <p>Percentage of Increase - 31.4%</p>	2016 ELA SBAC	44%	2017 ELA SBAC	57.8%	Change	+13.8 points
2016 ELA SBAC	44%							
2017 ELA SBAC	57.8%							
Change	+13.8 points							
Yearly California School Dashboard	<p>2017-18 Increase Math grade 11 performance.</p>	<table border="1"> <tr> <td>2016 Math SBAC</td> <td>13%</td> </tr> <tr> <td>2017 Math SBAC</td> <td>16.7%</td> </tr> <tr> <td>Change</td> <td>+3.7 points</td> </tr> </table> <p>Percentage of change = 28.5%</p>	2016 Math SBAC	13%	2017 Math SBAC	16.7%	Change	+3.7 points
2016 Math SBAC	13%							
2017 Math SBAC	16.7%							
Change	+3.7 points							

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Week-long professional development Camp Make in August (before the school year begins) with the focus on math and literacy through performance task design and project-based learning.</p> <p>Facilitators continuously trained on CPM.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>All facilitators hired by 8/1/2017 attended the week-long professional development Camp Make in August prior to the start of school, with the focus on math and literacy through performance task design and project-based learning.</p> <p>Facilitators attended a week-long CPM Math professional development workshop prior to the start of school.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$2,220,715</p> <p>2000-2999 Classified Salaries - LCFF: \$1,194,870</p> <p>3000-3999 Employee Benefits - LCFF: \$973,105</p> <p>4000-4999 Books and Supplies - LCFF: \$730,929</p>	<p>1000-1999 Certificated Salaries - LCFF: \$1,674,203</p> <p>2000-2999 Classified Salaries - LCFF: \$2,164,307</p> <p>3000-3999 Employee Benefits - LCFF: \$990,136</p> <p>4000-4999 Books and Supplies - LCFF: \$658,070</p>

Analysis

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

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

The implementation of the actions/services providing professional development focused on math and literacy through performance task design and project-based learning and CPM Math for grades 6-12 was effective in helping SCVi achieve Goal 2.

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

There was a notable increase in the percentage of learners who graduated with A-G course completion, along with an improvement in both the ELA and Mat SBAC 2017 scores. All three goals were achieved during the 2017-2018 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In January of 2018, a math coach was hired to help support math instruction at SCVi. The math coach, along with the expected outcomes, metrics, actions, and services worked effectively to achieve the goal to improve math and English Language Arts.

Goal 3

Increase the Average Daily Attendance Rate (ADA).

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities: Chronic absence indicator

Annual Measurable Outcomes

	Expected	Actual
Yearly California School Dashboard	2017-18 Improve the daily attendance rate by 2% to 95%	Actual 2017-2018 daily attendance rate is 92.2%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Location: Specific Schools: Santa Clarita Valley, Int'l</p> <p>Inform teachers and administrators of the current Average Daily Attendance (ADA) rate and consequences due to absences. Educate them about the monetary benefits that will come as attendance increases.</p> <p>With the SIS system, use last year's attendance figures to make a target list of low-attending students who need more attention and support from staff. Meet with the students and their parents early in the school year to discuss the importance of improving attendance.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Location: Specific Schools: Santa Clarita Valley, Int'l</p> <p>Informed teachers and administrators of the current Average Daily Attendance (ADA) rate and consequences due to absences. Educated them about the monetary benefits that will come as attendance increases.</p> <p>With the SIS system, we used last year's attendance figures to make a target list of low-attending students who needed more attention and support from staff. We met with the students and their parents and held SST's early in the school year to discuss the importance of improving attendance.</p>	<p>2000-2999 Classified Salaries - LCFF: \$225,853 5000-5999 Services and Other Operating Expenses - LCFF: \$42,099</p>	<p>2000-2999 Classified Salaries - LCFF: \$290,028 5000-5999 Services and Other Operating Expenses - LCFF: \$15,002</p>

Analysis

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

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

We communicated with parents and learners through phone call, emails, weekly updates, and SST meetings. A reward system for K-3 was implemented to encourage learners to attend school daily. The directors met with facilitators to review their attendance and determine actions to increase attendance three times during the school year.

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

While we did implement the actions and services, two major events impacted attendance during the school year. First, massive wildfires that went on for over a week in the surrounding areas caused the evacuation of our schools, and impeded the ability of families to get their learners to school.

We also had a lockdown due to a threat of an active shooter on the heels of an actual school shooting tragedy. As a results, many families opted to keep their children at home for the remainder of the week as the investigation was in process.

We also had a major influenza outbreak which caused a large number of absences in the winter.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As more support was needed to support the front desk, we hired additional staff. In addition, the LMS was more cost effective than originally planned.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The incentive program for elementary program was an additional service or action taken to achieve the goal.

Goal 4

Increased parent involvement.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Yearly Parent Survey	2017-18 Increase weekly parent involvement in school and community events; Increase parent participation	The 2017-2018 Parent Survey revealed the following parent involvement and participation in school events: <ul style="list-style-type: none">• Served as a volunteer in the classroom or for another school event - 43.2%• Attended Meet the Facilitator or Back to School Night - 83%• Attended the Individual Learning Plan (ILP) conference- 85.2%• Attended a school or class event (Presentation of Learning, Winter Production, sports event, etc.) - 82.7%• Participated in a school fundraiser - 54.3%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Offer Parent University every month and use parent square to notify parents of upcoming participation opportunities.; Sign-up opportunities at Volunteer Informative meeting.</p> <p>Improve Communication with parents by using the LMS (Learner Management Systems-Echo and Novare) to communicate with parents</p> <p>Send Did You Know emails to families attaching volunteer opportunities</p> <p>Redesign school website and include daily calendar and volunteer opportunities</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Continue to hold Parent University events every month and use Parent Square to notify parents of upcoming participation opportunities.</p> <p>A volunteer training was held train volunteers on expectations and give options of ways to volunteer.</p> <p>Emails blasts were sent out regularly via Parent Square to inform families about major school events and areas of need.</p> <p>Sign-up opportunities were made available at the Volunteer Informative meeting.</p> <p>Improved communication with parents by using the LMS (Learner Management Systems-Echo and NOVARE) to communicate with parents. Send "Did You Know" emails to families attaching volunteer opportunities. Redesigned school website and include daily calendar and volunteer opportunities. Facilitators also included volunteer opportunities in their weekly updates.</p> <p>A Parent Action Committee (PAC) was formed during the school year and meets once a month. Several parents have joined and participation is growing. They assigned a parent grade-level representative to reach out to other parents when volunteering is necessary.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$2,220,715</p> <p>2000-2999 Classified Salaries - LCFF: \$1,194,870</p> <p>3000-3999 Employee Benefits - LCFF: \$973,105</p> <p>4000-4999 Books and Supplies - LCFF: \$730,929</p>	<p>1000-1999 Certificated Salaries - LCFF: \$1,674,203 (repeated expenditure)</p> <p>2000-2999 Classified Salaries - LCFF: \$2,164,307 (repeated expenditure)</p> <p>3000-3999 Employee Benefits - LCFF: \$990,136 (repeated expenditure)</p> <p>4000-4999 Books and Supplies - LCFF: \$658,070 (repeated expenditure)</p>

Analysis

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

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

All actions were implemented with fidelity and a result, we had a huge increase in parent involvement.

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

Parents took the lead on several areas of need, including earthquake safety, active shooter, relationships with the local sheriff, and classroom assistance. They implemented the design for a Peace Garden at the school, and completed Phase One. As demonstrated in the Parent Survey, participation in all areas has increased greatly.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

SCVi conducted 3 stakeholder surveys aligned with the 8 state priority areas. Parents, learners, and staff, along with administration met to dissect and analyze the data to determine strengths and areas of growth to create the goals. An LCAP team was formed and the team met weekly until an action plan was created. Stakeholders reviewed and analyzed student subgroups within the state indicators on the dashboard. There was a concern for EL learners and a goal was set to support this area.

Impact on LCAP and Annual Update

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

All stakeholders felt empowered to give their honest input in all priority areas. As a team we used this input along with the data provided to evaluate current goals, determine strengths and areas of growth, and modify goals and action steps for the upcoming year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 1

Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in Santa Clarita Valley International's charter.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access
Local Priorities:

Identified Need:

The school will provide clean and safe conditions throughout the campus and ensure that learners have equitable access to rigorous, standards aligned academic program for all students with a quality post-secondary plan.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Technology integration	Technology: 70% weekly participation in grades K-12. Increase facilitator use of technologically interactive and collaborative teaching based on surveys and observation.		Technology: 80% weekly participation grades K-12 Increase facilitator use of technologically interactive and collaborative teaching based on surveys and observation.	
Increase learners' sense of safety and connectedness	80.2% of the learners feel physically safe in the school's learning environment. 85.2% of the learners have a close relationship with at least one adult at the school.		81.2% of the learners feel physically safe in the school's learning environment. 86.2% of the learners have a close relationship with at least one adult at the school.	
Percentage of facilitators attending Professional Learning	85% of the teaching staff will participate in the 2-week summer PD. 85% of new facilitators will attend the weekly Onboarding meetings for mentoring and support. 85% of the facilitators will participate in weekly		90% of the teaching staff will participate in the 2-week summer PD 90% of new facilitators will attend the weekly Onboarding meetings for mentoring and support 90% of the facilitators will participate in weekly	

	professional learning throughout the school year.		professional learning throughout the school year.	
Facilities are in good repair for learner health and safety	Hire sufficient staff to maintain properties to meet 'Good' or 'Exemplary' status as measured by Facility Inspections Tool (FIT) on the School Accountability Report Card (SARC).		Hire sufficient staff to maintain properties to meet 'Good' or 'Exemplary' status as measured by Facility Inspections Tool (FIT) on the School Accountability Report Card (SARC).	

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	IT Dept. will maintain computer/iPAD carts, projectors, and/or other technology and replace broken or missing devices to ensure all students and staff have frequent access to technology in the classroom.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$31,000	\$0
Source		LCFF	
Budget Reference		Books and Supplies	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	<p>Integrated Technology lessons and opportunities are provided by our Technology Department and Maker in a variety of ways. These include model lessons and multiple opportunities to integrate technology across the curriculum.</p>	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$31,000 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Books and Supplies	
Amount	\$0	\$1,753,680	\$0
Source		LCFF	
Budget Reference		Certificated Salaries	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	Provide training to onsite staff and facilitators in Restorative Practices and Love and Logic.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$5,500	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; 5230 code	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	Emergency Operation Plan (EOP) will be reviewed and updated annually. All staff will be trained in the implementation of the EOP and a drill will be held at least once a year.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$272,000 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; code 1310	
Amount	\$0	\$75,000	\$0
Source		LCFF	
Budget Reference		Classified Salaries; code 2310	

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	Provide Professional Development in English Language Development, English Language Arts, and Mathematical Practices to increase the effectiveness of instruction using California State Standards.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$1,753,680 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Certificated Salaries	
Amount	\$0	\$419,565 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Classified Salaries	
Amount	\$0	\$1,409,959	\$0
Source		LCFF	

Budget Reference		Employee Benefits	
Amount	\$0	\$702,093	\$0
Source		LCFF	
Budget Reference		Books and Supplies	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	School Facilities will be cleaned and maintained in good repair in order to support student learning.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$28,360	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses	
Amount	\$0	\$4,291,027	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses	

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 2

Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes
Local Priorities:

Identified Need:

Students need access to highly qualified teachers, skilled in the creation of rigorous, deeper learning experiences including project-based learning, aligned with the Common Core State Standards, California History-Social Science Standards, and Next Generation Science Standards. As a result of parent, learner, and facilitator surveys, SCVi has identified the following needs.

- Increase academic achievement for all students including all subgroups
- Increased student access to challenging projects and learning experiences that relate to real world problem and contain standards-based, relevant content.
- Implement and maintain CTE Standards for Career Technical Education
- Increase the percentage of learners graduating College and Career Prepared
- Increase the number of EL Learners who reclassify and make progress on English Language Development as indicated on the California Dashboard

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
MAP NWEA Performance	52% of students met their Math MAP NWEA RIT Goal. 58% of students met their Reading MAP NWEA RIT Goal.		53% of students met their Math MAP NWEA RIT Goal. 59% of students met their Reading MAP NWEA RIT Goal	
SBAC ELA	2016-2017 CAASPP - 43% of the learners met and/or exceeded standards.		45% of the learners met and/or exceeded standards.	
SBAC Mathematics	2016-2017 CAASPP - 26.4% of the learners met and/or exceeded standards.		28.4% of the learners met and/or exceeded standards.	
Improved EL Reclassification rates	0% of the EL learners reclassified in 2016-2017 using the iLEAD reclassification criteria.		10% of EL learners are reclassified using the iLEAD reclassification criteria.	
College and Career Readiness	33.9% of our high school seniors graduated "Prepared" as determined		38% of our high school seniors graduated "Prepared" as determined	

	by the College/Career Indicator on the California Dashboard.		by the College/Career Indicator on the California Dashboard.	
Engaging project-based learning experiences	<p>85.6% of parents report via the Parent Survey that the projects and lessons in their child's classroom were engaging.</p> <p>57.5% of learners report via the Learner Survey that the projects and lessons in their classroom are engaging.</p>		<p>86.6% of parents report via the Parent Survey that the projects and lessons in their child's classroom were engaging.</p> <p>59.5% of learners report via the Learner Survey that the projects and lessons in their classroom are engaging.</p>	
NGSS Science Assessment	2018 CAST Science Assessment Performance Indicators are not yet available.		At least 51% of the learners will meet standards on the CAST.	

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	Continued implementation and monitoring of NWEA/MAP growth targets through professional development sessions and monthly data protocol meetings to review data, ascertain strengths, determine areas of growth, and create goals and action plans to improve academic performance.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$1,753,680 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Certificated Salaries	
Amount	\$0	\$61,480	\$0
Source		LCFF	

Budget
Reference

	Books and Supplies; code 4120	
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Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	Track and analyze CAASPP academic & participation data for All Students and Subgroups to identify focus areas in math, reading, and writing for students who did not meet standards.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$1,753,680 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; code 1110	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action

Establish and maintain high school internships with local businesses and organizations.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$1,753,680 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; code 1110	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action

All high school learners will have access to a broad course of study for the completion of the college prep A-G and CTE requirements.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$272,000 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; code 1310	
Amount	\$0	\$702,093 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Books and Supplies	

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action
Implement EL Master Plan

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$3,067,980 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Certificated Salaries	
Amount	\$0	\$1,729,125	\$0
Source		LCFF	
Budget Reference		Classified Salaries	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	Provide professional development in Next Generation Science Standards for K-12 facilitators.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$5,500 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; code 5230	

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 3

Generate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all stakeholders.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities:

Identified Need:

There is a need to strengthen and expand support and opportunities for parents/family and learners to know how to succeed academically and social/emotionally, to increase learners and family connectedness to a safe, supportive, and stable learning environment, and to increase engagement with community and school activities designed for whole-family engagement.

SCVi has identified the following needs through stakeholder meetings and the results of the parent, learner, and facilitator surveys:

- Increase mutual accountability, alignment and communication among all stakeholders (e.g. students, parents, staff, and community).
- Increase opportunities for parents/guardians and community stakeholders to become engaged in an effort to assist with increasing student attendance and achievement.
- Improve communications and connections with family and community stakeholders throughout the school.
- Increase opportunities, services and partnerships between schools/district/community and businesses to increase student connection to learning.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increased school attendance and decreased chronic absenteeism rates	<p>Inform teachers and administrators of the current Average Daily Attendance (ADA) rate and consequences due to absences. Educate about the monetary benefits that will come as attendance increases.</p> <p>With the SIS system, use last years attendance figures to make a target list of low-attending students who need more attention and support from staff. Meet with the students and their parents early in the school year to discuss the importance of improving attendance.</p>		<p>Inform teachers and administrators of the current Average Daily Attendance (ADA) rate and consequences due to absences. Educate about the monetary benefits that will come as attendance increases.</p> <p>With the SIS system, use last years attendance figures to make a target list of low-attending students who need more attention and support from staff. Meet with the students and their parents early in the school year to discuss the importance of improving attendance.</p>	

			Implement a reward system for learners who attend daily.	
Parent/Guardian attendance at school site meetings/activities/events	<p>Served as a volunteer in the classroom or for another school event - 43.2%</p> <p>Attended Meet the Facilitator or Back to School Night - 83%</p> <p>Attended the Individual Learning Plan (ILP) conference- 85.2%</p> <p>Attended a school or class event (Presentation of Learning, Winter Production, sports event, etc.) - 82.7%</p> <p>Participated in a school fundraiser - 54.3%</p>		<p>Increase parent participation in the following schools events by at least 1%:</p> <p>Served as a volunteer in the classroom or for another school event - 44.2%</p> <p>Attended Meet the Facilitator or Back to School Night - 84%</p> <p>Attended the Individual Learning Plan (ILP) conference- 86.2%</p> <p>Attended a school or class event (Presentation of Learning, Winter Production, sports event, etc.) - 83.7%</p> <p>Participated in a school fundraiser - 55.3%</p>	
Parent satisfaction with school communication	<p>81.2% of parents surveyed expressed satisfaction with the responsiveness of the school when answering questions or concerns.</p> <p>74.4% of parents surveyed feel the school effectively communicates with them regarding their child's academic and social-emotional progress</p> <p>90.6% of parents surveyed feel they receive timely school communication in a variety of ways (Monday Message, Parent Square, phone calls, newsletters, ILP's, Student Led-Conferences, etc.)</p>		<p>Increase parent satisfaction with school communication by at least 1%.</p> <p>82.2% of parents surveyed expressed satisfaction with the responsiveness of the school when answering questions or concerns.</p> <p>75.4% of parents surveyed feel the school effectively communicates with them regarding their child's academic and social-emotional progress</p> <p>91.6% of parents surveyed feel they receive timely school communication in a variety of ways (Monday Message, Parent Square, phone calls, newsletters, ILP's, Student Led-Conferences, etc.)</p>	

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	Action
	Track student attendance and work with facilitators and parents of all students, particularly unduplicated students, to decrease truancy and tardiness.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$276,533 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Classified Salaries; code 2410	
Amount	\$0	\$50,724	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; code 5850	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	Unchanged Action	Action
	Use Monday Message, Parent Square, emails, newsletters, school website, etc. to deliver timely school information to school families.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$8,400	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; code 5925	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	Modified Action	Action
	Interactive Parent Universities will be held monthly for families on a variety of topics such as Parenting with Love and Logic, Project based Learning, Social-Emotional Learning, College preparedness, 7 Habits, etc.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$3,067,980 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Certificated Salaries	
Amount	\$0	\$1,729,125 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Classified Salaries	
Amount	\$0	\$1,409,959 (repeat expenditure)	\$0
Source		LCFF	

Budget
Reference

	Employee Benefits	
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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$523,555

Percentage to Increase or Improve Services:

5.57%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

SCVi utilizes the proportionate share of the total Local Control Funding Formula (LCFF) Supplemental and Concentration Grant allocations to ensure our English learners, low income, foster/homeless youth as well as all other identified subgroups are provided additional opportunities to achieve academic excellence that prepares them for success now and into the future. These funds are principally directed towards and effective in meeting the goals for unduplicated learners in the state priority areas in an effort to reach all learners in need of additional support. Based on staff and stakeholder feedback and research on effective practices we are targeting our efforts to increase or improve services for the low income (LI), English learner (EL) and foster youth (FY). Targeted support for the EL, LI, and FY learner group's academic, social emotional and behavioral needs is provided as a part of each of our LCAP Goals.

English Learners:

Reclassification launch of English Learners to best address achievement gaps and meet individual needs;

Prepare for transition to ELPAC: Attending professional development to implement the new changes required by the state to support **EL learners**.

Analyze academic data for EL population. Use this data to guide our academic support for this population.

Low-income learners:

Additional tutoring to support learning

Additional counseling services for learners.

Analyze academic data for low-income population. Use this data to guide our academic and social emotional support for this population.

Foster-Youth:

Identify the population of foster youth learners.

Offer additional tutoring to support learning

Analyze academic data for the foster youth population. Use this data to guide our academic and social emotional support for this population.