



**Welcome**  
**Donuts with Directors**

# Leadership Team

Communication Channel:

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**Nicole Padovich**  
Director of Operations  
and Culture

**Nessa Roffredo**  
Director of Lower  
School (TK-5)

**Kathya Buono**  
Director of Upper  
School (6-12)

**Tina Toval**  
Leadership Resident

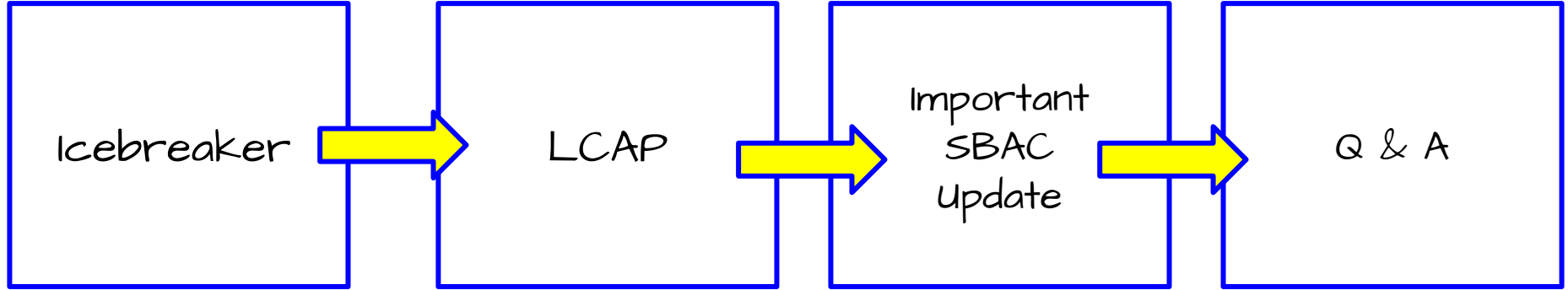
Oversees the entire school TK-12 in the area of Operations and culture.

Leads grades TK-5 grade in all areas including curriculum, instruction, operations and culture.

Leads grades 6-12th grade in all areas including curriculum, instruction, operations and culture.

Supports all schools in areas including curriculum, instruction, operations and culture.

# Today's Agenda



# Icebreaker

## Directions:

- Grab a bag of M&Ms
- Choose 2 colors from the bag
- Turn to someone next to you
- Introduce yourself and answer the question that matches your M&M color

marvelous to meet you!



Favorite  
hobbies



Favorite  
foods



Favorite  
movies



Most memorable  
or embarrassing  
moment



Favorite  
place to visit



Wild candy-  
share anything  
you choose

# What is LCAP? Why is it Important?

LCAP stands for Local Control and Accountability Plan

It is a plan that outlines a school's educational priorities and spending

It is tied to LCFF (Local control funding formula) funds

In order to receive LCFF funds you need an LCAP plan

# LCAP Priority Areas

1. Access to core services
2. Implementation of common core state standards
3. Access to a broad course of study
4. Student achievement
5. Other student outcomes
6. Student engagement
7. Parent involvement
8. School climate

# LCAP 2018-19 Report-Greatest Progress

## Greatest Progress

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



# Greatest Need

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

# LCAP Goals for the 2019-20 School year

Goal 1	Goal 2	Goal 3
<p>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 Charter.</p>	<p>Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.</p>	<p>Facilitate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all stakeholders.</p>
<p>Adopted Math Curriculum Daily 5 Increase in technology Conferences for facilitators</p>	<p>Focus on teacher coaching Professional Development Tom Markham PBL coaching</p>	<p>Festival of trees Multicultural feast Winter show Family Math Night Donuts and Directors</p>

# **Important Update: CAASPP SBAC California Charters, SBAC Participation Rate Matters More Now Than Ever**

**Starting with the 2020 CA School Dashboard, there will be a greater penalty to the Academic Indicators if a school's participation rate falls below 95% on Math or ELA for the SBAC or CAA.**

Instead of a 0.25 point penalty for each percentage point below 95%, the CDE will assign the Lowest Obtainable Score (LOSS) for each student needed to bring the school, district, or student group to a 95% participation rate. Under the new methodology, the calculation will add the number of students needed to reach a 95% participation rate into the DFS calculations, and these students will be assigned a predetermined LOSS score. The LOSS in Level 1 varies by subject and grade level. The calculation will assign the LOSS among the school's tested grade levels that penalizes the school the least.

Q&A

You have

Questions

We have

Answers