

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Clarita Valley Interntational

CDS Code: 19651360117234

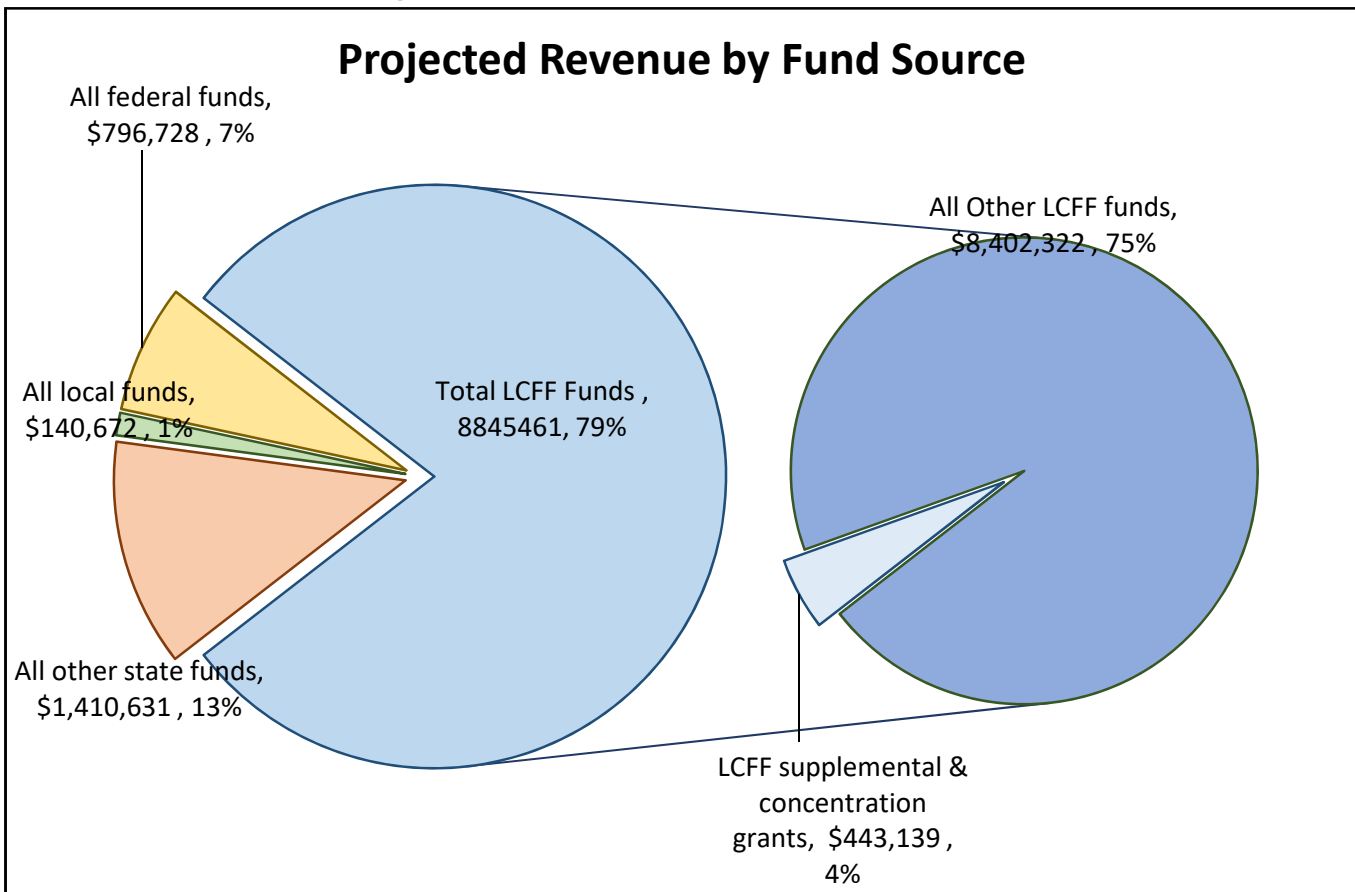
School Year: 2021 – 22

LEA contact information: Martha Spansel, Chad Powell leadership@scvi-k12.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

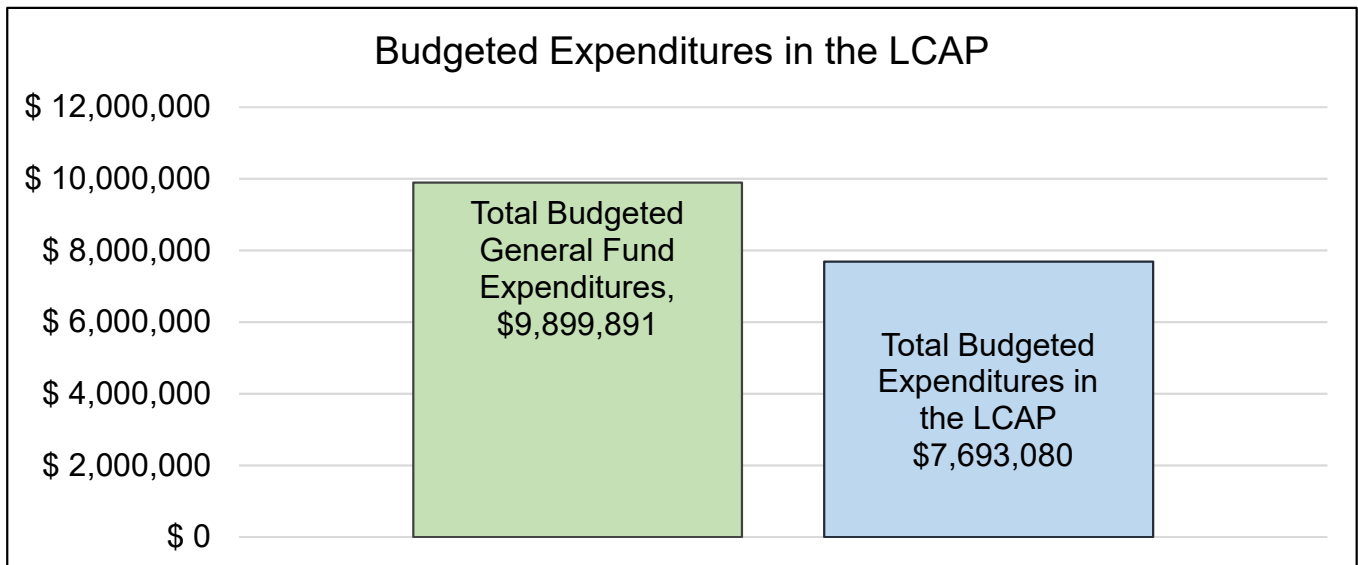


This chart shows the total general purpose revenue Santa Clarita Valley Interntational expects to receive in the coming year from all sources.

The total revenue projected for Santa Clarita Valley Interntational is \$11,193,492.00, of which \$8,845,461.00 is Local Control Funding Formula (LCFF), \$1,410,631.00 is other state funds, \$140,672.00 is local funds, and \$796,728.00 is federal funds. Of the \$8,845,461.00 in LCFF Funds, \$443,139.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Santa Clarita Valley Interntational plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Santa Clarita Valley Interntational plans to spend \$9,899,891.00 for the 2021 – 22 school year. Of that amount, \$7,693,080.00 is tied to actions/services in the LCAP and \$2,206,811.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

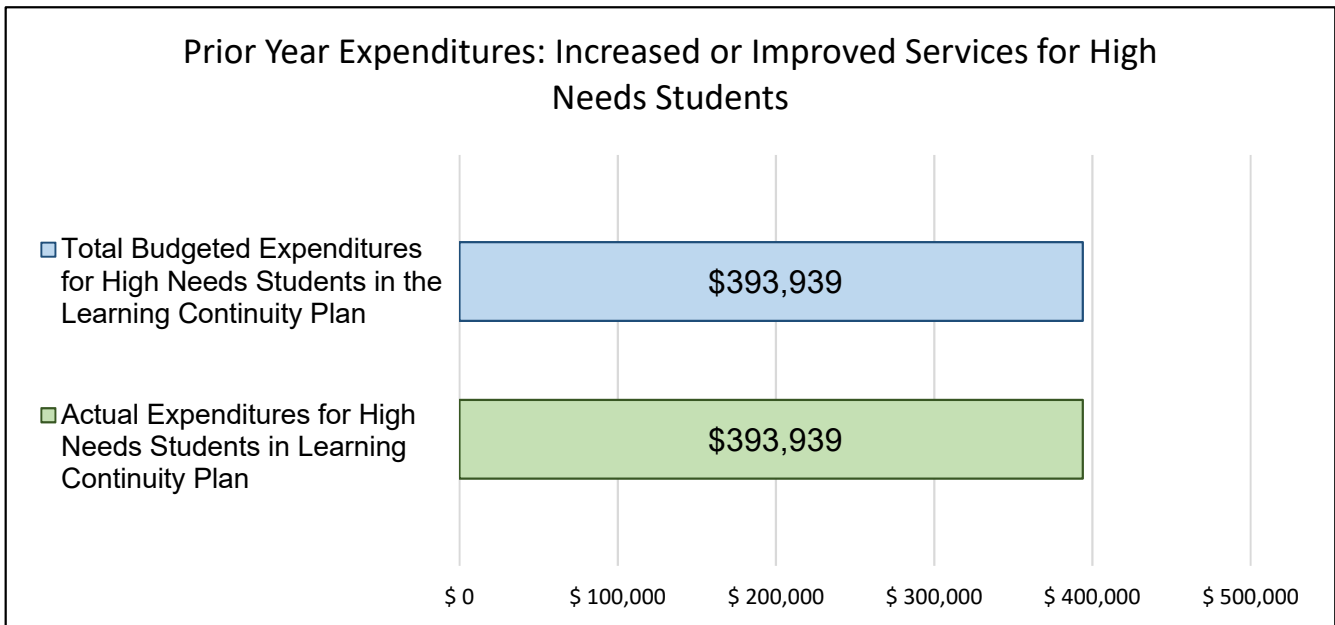
Expenses not budgeted include office supplies, professional dues and memberships, insurance, district oversight fees, business servies and back office fees, payroll fees, legal fees, banking fees, banking fees and interst, staff recurimment and marketing, and licesnes.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Santa Clarita Valley Interntational is projecting it will receive \$443,139.00 based on the enrollment of foster youth, English learner, and low-income students. Santa Clarita Valley Interntational must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Clarita Valley Interntational plans to spend \$504,204.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Santa Clarita Valley Interntational budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Santa Clarita Valley Interntational estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Santa Clarita Valley Interntational 's Learning Continuity Plan budgeted \$393,939.00 for planned actions to increase or improve services for high needs students. Santa Clarita Valley Interntational actually spent \$393,939.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for the 2019-20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Clarita Valley International	Tricia Lckeroth Regional Director, So Cal	tricia.luckeroth@ileadschools.org (661) 400-1714

Annual Update

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan(LCAP).

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:

Annual Measurable Outcomes

	Expected	Actual
Technology integration	<p>2019-20 85% weekly participation grades K-12 Increase facilitator use of technologically interactive and collaborative teaching based on surveys and observation.</p>	<p>95% weekly participation k-12. Technology increased to 95% due to all virtual setting. All teaching was virtually interactive and collaborative.</p>
Increase learners' sense of safety and connectedness	<p>2019-20 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.</p>	<p>According to the 2019-2020 Gallup Poll 91% of the learners feel physically safe in the schools learning environment. 93% of the learners have a close relationship with at least one adult at school.</p>

Percentage of facilitators attending Professional Learning

2019-20

95% 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.

90% of the facilitators will participate in weekly professional learning throughout the school year.

96% of the teaching staff participated in 2 week virtual summer PD

90% of new facilitators attended weekly Onboarding meetings for mentoring and support

92% of facilitators participated in weekly professional learning throughout the school year.

Facilities are in good repair for learner health and safety

2019-20

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).

Due to covid-19 and stay at home work orders, facilities staff was held at base levels of operation. Property was maintained at "Good" status as measured by Facility Inspections Tool (FIT) on the School Accountability Report Card (SARC).

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	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>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.</p>	<p>\$5,284 - LCFF - 4000-4999 Books and Supplies - 4430 - It Equipment and Supplies</p>	<p>\$15,109 - LCFF - 4000-4999 Books and Supplies</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	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>Integrated technology lessons will be utilized in classrooms as a way to differentiate while introducing ISTE (International Society for technology in education) standards to all Instructional staff.(WASC critical area of follow up 3) Measured by ISTE Rubrics</p>	<p>\$1,820,783 - LCFF - 1000-1999 Certificated Salaries - 1110,1120 -Facilitators (repeated expenditure) \$5,284 - LCFF - 4000-4999 Books and Supplies - 4430-Technology Equipment and Supplies (repeated expenditure)</p>	<p>\$1,741,327 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$5,284 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)</p>

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to</p>	<p>\$25,318 - LCFF - 5000-5999 Services</p>	<p>\$13,875 - LCFF - 5000-5999 Services</p>

meeting Increased or Improved Services Requirement

Students to be Served: All

Location: Specific Schools: Santa Clarita Valley Int'l

Staff liaison will attend Ways of Council training to train in house facilitators for Advisory framework to support Social Emotional learner growth. Directors will develop MTSS plan.

(WASC Action Plan goal 7)

and Other Operating Expenses - 5230, 5233 - Professional development

and Other Operating Expenses

Action 4

Planned
Actions/Services

Budgeted
Expenditures

Actual
Expenditures

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

Students to be Served: All

Location: Specific Schools: Santa Clarita Valley Int'l

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.

\$341,286 - LCFF - 1000-1999
Certificated Salaries - Code 1310
(repeated expenditure)
\$93,542 - LCFF - 2000-2999 Classified
Salaries - 2310 - Classified Directors

\$353,882 - LCFF - 1000-1999
Certificated Salaries
\$52,862 - LCFF - 2000-2999 Classified
Salaries

Action 5

Planned
Actions/Services

Budgeted
Expenditures

Actual
Expenditures

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

Students to be Served: All

Location: Specific Schools: Santa Clarita Valley Int'l

The maker team/on site staff will provide monthly professional development to improve best teaches practices for all specified disciplines using California state standards

\$1,820,783 - LCFF - 1000-1999
Certificated Salaries - Code 1110,1120 -
Facilitators (repeated expenditure)
\$1,095,815 - LCFF - 2000-2999
Classified Salaries - 2110, 2120, 2910,
2980, 2990 - Classified Instructional
Salaries
\$1,213,636 - LCFF - 3000-3999
Employee Benefits - 3000s - Benefits
\$506,025 - LCFF - 4000-4999 Books and

\$2,112,894 - LCFF - 1000-1999
Certificated Salaries - 1.1 (repeated
expenditure)
\$477,471 - LCFF - 2000-2999 Classified
Salaries
\$1,291,986 - LCFF - 3000-3999
Employee Benefits
\$498,650 - LCFF - 4000-4999 Books and
Supplies

through the lens of Project Based Learning. (WASC action plan goals 1,5)

Supplies - 4110, 4120, 4130, 4305, 4310, 4315, 4320, 4335, 4345, 4410 - Classroom Books and Supplies

Action 6

Planned Actions/Services	Budgeted Expenditures	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>School Facilities will be cleaned and maintained in good repair in order to support student learning.</p>	<p>\$148,983 - LCFF - 2000-2999 Classified Salaries - 2960 - Classified Facilities/Maintenance Support</p> <p>\$28,011 - LCFF - 5000-5999 Services and Other Operating Expenses - 2960 - Classified Salaries - Facilities/Maintenance</p>	<p>\$0 - LCFF - 2000-2999 Classified Salaries</p> <p>\$24,619 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted were implemented appropriately.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Broken technology and/ or missing devices were replaced to ensure all students and staff have frequent access to technology in the classroom.

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:

Annual Measurable Outcomes

	Expected	Actual
MAP NWEA Performance	<p>2019-20 53% of students met their Math MAP NWEA RIT Goal.</p> <p>59% of students met their Reading MAP NWEA RIT Goal</p>	<p>56.6% of students met their Math MAP NWEA RIT Goal.</p> <p>56.1% of students met their Reading MAP NWEA RIT Goal.</p>
SBAC ELA	<p>2019-20 50% of the learners met and/or exceeded standards in CAASP ELA</p>	<p>56% of learner met or exceeded standards in CAASP ELA</p>
SBAC Mathematics	<p>2019-20 28.5% of the learners met and/or exceeded standards in Math.</p>	<p>37% of learners met or exceeded standards in CAASP in math.</p>
Improved EL Reclassification rates	<p>2019-20 34% of EL learners are reclassified using the iLEAD reclassification criteria.</p>	<p>The reclassification rate for 2018-2019 was 33.3%. For 2019-2020, the reclassification rate was 12.1% as all learners did not assess due to school closure caused by the Covid pandemic.</p>
College and Career Readiness	<p>2019-20 38% of our high school seniors graduated "Prepared" as determined by the College/Career Indicator on the California Dashboard.</p>	<p>50.6% of our high school seniors graduated "prepared" as determined by the College/Career indicator on the California Dashboard.</p>

Engaging project-based learning experiences 2019-20

87.5% of parents report via the Parent Survey that the projects and lessons in their child's classroom were engaging.

62% of learners report via the Learner Survey that the projects and lessons in their classroom are engaging.

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62% of learners report via the Learner Survey that the projects and lessons in their classroom are engaging.

NGSS Science Assessment

2019-20
2019 CAST Science Assessment Indicators are not yet available

2019 CAST Science Assessment Indicators are not yet available

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	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>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. (WASC action plan goal 1)</p>	<p>\$2,710,724 - LCFF - 1000-1999 Certificated Salaries - 1000s Certificated Staff \$30,733 - LCFF - 4000-4999 Books and Supplies - 4120 - Core Curriculum Software (repeated expenditure) \$851,076 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 - Service Fees (Makers, Ed Program Support)</p>	<p>\$787,842 - LCFF - 1000-1999 Certificated Salaries \$22,737 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$611,076 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801-Service Fees (Makers, Ed Program Support)</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location: Specific Schools: Santa Clarita Valley Int'l</p> <p>During initial Data Protocol meeting, facilitators can use CAASPP data to help identify academic gaps and then create group workshops to address the learners needs. (WASC action plan goals 1,2,6)</p>	<p>\$1,820,783 - LCFF - 1000-1999 Certificated Salaries - 1110,1120 - Certificated Facilitators (repeated expenditure)</p>	<p>\$2,112,894 - LCFF - 1000-1999 Certificated Salaries - 1110, 1120 - Certificated Facilitators</p>

Action 3

Planned Actions/Services	Budgeted Expenditures	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>Establish and maintain high school internships with local businesses and organizations.</p>	<p>\$1,042,094 - LCFF - 1000-1999 Certificated Salaries - code 1110 (repeated expenditure)</p>	<p>\$1,741,327 - LCFF - 1000-1999 Certificated Salaries - 1110 (repeated expenditure)</p>

Action 4

Planned Actions/Services	Budgeted Expenditures	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>All high school learners will have access to a broad course of study for the completion of the college prep A-G.</p> <p>20% of learners will have dual enrollment.(WASC action plan goal 4)</p>	<p>\$341,286 - LCFF - 1000-1999 Certificated Salaries - 1310 - Certificated Directors (repeated expenditure)</p> <p>\$506,025 - LCFF - 4000-4999 Books and Supplies - 4110, 4120, 4130, 4305, 4310, 4315, 4320, 4335, 4345, 4410 - Classroom Books and Supplies (repeated expenditure)</p>	<p>\$353,882 - LCFF - 1000-1999 Certificated Salaries - 1310- Certificated Directors (repeated expenditure)</p> <p>\$498,650 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)</p>

Action 5

Planned Actions/Services	Budgeted Expenditures	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>Provide learners K-12 with at least 2 options for visual and</p>	<p>\$433,217 - LCFF - 2000-2999 Classified Salaries - 2120 - Classified Elective Salaries (repeated expenditure)</p>	<p>\$305,677 - LCFF - 2000-2999 Classified Salaries - 2120- Classified Elective Salaries</p>

performing arts while also offering more opportunities to infuse the arts in at least 50 percent of projects.

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>English Language Learners will be in an inclusive learning environment for all subject areas.</p> <p>Each month a credentialed facilitator will lead small EL instruction group to work on strategies for ELA and Math.</p>	<p>\$2,710,724 - LCFF - 1000-1999 Certificated Salaries - 1000s certificated salaries (repeated expenditure) \$143,542 - LCFF - 2000-2999 Classified Salaries - 2120 classified salaries \$435,538 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 - Contracted Services and Support</p>	<p>\$2,112,894 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$145,908 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$305,677 - LCFF - 1000-1999 Certificated Salaries</p>

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Santa Clarita Valley International</p> <p>Provide push -in services to support mastery of the California Content Standards.</p>	<p>\$143,542 - LCFF - 2000-2999 Classified Salaries - 2120 - Classroom Aids (repeated expenditure)</p>	<p>\$145,908 - LCFF - 2000-2999 Classified Salaries - 2120- Classroom Aids (repeated expenditure)</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted were implemented according to actions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Data Protocols were monthly to look at goals and growth targets. CAASP and NWEA MAP data were reviewed for fall, winter and spring. Senior advisor worked at increasing Internship opportunities with local businesses. Leadership worked to continue visual and performing arts in all grade levels and also added professional development and implementation of EL plan.

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:

Annual Measurable Outcomes

Expected	Actual
<p>Increased school attendance and 2019-20 decreased chronic absenteeism rates</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 support of 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 and increase daily attendance percentage by 5.8 %. Meet with the students and their parents early in the school year to discuss the importance of improving attendance.</p>	<p>Teachers and administrators informed of the current Average Daily Attendance (ADA) rate and consequences due to absences and educated about the monetary benefits that come as attendance increases.</p> <p>Daily attendance percentage declined 2.8%</p> <p>All attendance issues addressed with team meetings involving parent/s, teachers, administrators and support staff.</p>

Parent/Guardian attendance at school site meetings/activities /events

2019-20
Increase parent participation in the following schools events by at least 1%:

Served as a volunteer in the classroom or for another school event - 44.2%

Attended Meet the Facilitator or Back to School Night - 84%

Attended the Individual Learning Plan (ILP) conference- 86.2%

Attended a school or class event (Presentation of Learning, Winter Production, sports event, etc.) - 83.7%

Participated in a school fundraiser - 55.3%

Increased parent participation in the following school events by at least 1%:

Served as a volunteer in the classroom or for another school event - 46%

Attended Meet the Facilitator or Back to School Night - 86%

Attended the Individual Learning Plan (ILP) conference- 88%

Attended a school or class event (Presentation of Learning, Winter Production, sports event, etc.) - 88%

Participated in a school fundraiser - 45%

Parent satisfaction with school communication

2019-20
Increase parent satisfaction with school communication by at least 1%.

82.2% of parents surveyed expressed satisfaction with the responsiveness of the school when answering questions or concerns.

75.4% of parents surveyed feel the school effectively communicates with them regarding their child's academic and social-emotional progress

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.)

Increased parent satisfaction with school communication by at least 1%.

72.3% of parents surveyed expressed satisfaction with the responsiveness of the school when answering questions or concerns.

80% of parents surveyed feel the school effectively communicates with them regarding their child's academic and social-emotional progress

93% 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.)

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	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>Track student attendance and work with facilitators and parents of all students, particularly unduplicated students, to decrease truancy and tardiness.</p>	<p>\$307,603 - LCFF - 2000-2999 Classified Salaries - 2410 - Office support \$24,547 - LCFF - 5000-5999 Services and Other Operating Expenses - 5850 - Student Information System \$143,542 - LCFF - 2000-2999 Classified Salaries - 2120 - Classroom Aides (repeated expenditure)</p>	<p>\$309,162 - LCFF - 2000-2999 Classified Salaries - 2410 - Office Support \$10,089 - LCFF - 5000-5999 Services and Other Operating Expenses \$145,908 - LCFF - 2000-2999 Classified Salaries - 2120- Classroom Aids (repeated expenditure)</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	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>Use Monday Message, Parent Square, emails, newsletters, school website, etc. to deliver timely school information to school families.(WASC action plan goals 3,7)</p>	<p>\$13,323 - LCFF - 5000-5999 Services and Other Operating Expenses - 5925 - Website Fees</p>	<p>\$31,647 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 3

Planned Actions/Services	Budgeted Expenditures	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>\$2,710,724 - LCFF - 1000-1999 Certificated Salaries - 1000s Certificated Salaries (repeated expenditure) \$1,095,815 - LCFF - 2000-2999</p>	<p>\$2,112,894 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$621,655 - LCFF - 2000-2999 Classified Salaries (repeated expenditure)</p>

Location:

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.(WASC action plan goal 7)

Classified Salaries - 2110, 2120, 2910, 2980, 2990 - Classified Instructional Support (repeated expenditure)
\$1,269,549 - LCFF - 3000-3999
Employee Benefits - 3000s - Benefits (repeated expenditure)

\$1,291,986 - LCFF - 3000-3999
Employee Benefits (repeated expenditure)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted were implemented according to actions and goals.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As part of the plan to 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 the following steps were taken:

SCVi created an ongoing attendance committee to develop a more transparent and communicative attendance expectations. As a result, there was an increase in daily attendance rate

Parent square and Monday Message was increased to consistent messaging to build the home and school life connection.

Although Parent universities and Director and parent meetings were held, there is still a need to increase parent participation and to onboard new families with our schools cultural foundations.

Expenditure Summary

Expenditures by Budget Category		
Budget Category	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	\$7,602,967	\$7,202,518
1000-1999 Certificated Salaries	2,710,724	3,560,295
2000-2999 Classified Salaries	1,789,485	1,145,172
3000-3999 Employee Benefits	1,213,636	1,291,986
4000-4999 Books and Supplies	511,309	513,759
5000-5999 Services and Other Operating Expenses	1,377,813	691,306

Expenditures by Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Funding Sources	\$7,602,967	\$7,202,518
LCFF Base/Not Contributing to Increased or Improved Services	7,023,887	4,783,947
LCFF S & C/Contributing to Increased or Improved Services	579,080	2,418,571

Expenditures by Budget Category and Funding Source			
Budget Category	Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	All Funding Sources	\$7,602,967	\$7,202,518
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	2,710,724	1,141,724
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	2,418,571
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	1,645,943	1,145,172

2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	143,542	0
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	1,213,636	1,291,986
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	511,309	513,759
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	942,275	691,306
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	435,538	0

Annual Update Expenditures by Goal and Funding Source

Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
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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.

All Funding Sources	\$3,116,614	\$2,728,454
LCFF Base/Not Contributing to Increased or Improved Services	3,116,614	2,728,454

Goal 2:

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

All Funding Sources	\$4,140,880	\$4,123,166
LCFF Base/Not Contributing to Increased or Improved Services	3,561,800	1,704,595
LCFF S & C/Contributing to Increased or Improved Services	579,080	2,418,571

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.

All Funding Sources	\$345,473	\$350,898
LCFF Base/Not Contributing to Increased or Improved Services	345,473	350,898

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Cleaning supplies, PPE, handwashing stations, and other supplies	\$15,000.00	\$17,515	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

In order to comply with health and safety guidelines and the safety of the county tier, we did not return to in-person instruction until February 22.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In order to achieve a successful implementation of return to site for in-person instruction on February 22, we brought back one grade level team each week for a hybrid program for 3.5 hours each day. Students attended in their distance learning assigned cohorts either Monday/Wednesday or Tuesday/Thursday. This slow roll out aided our success as we were able to work out any questions as they arose or adapt our health and safety protocols and procedures. The response from our parents was extreme thanks, gratitude, and praise for considering all details. Many remarked that they felt very assured bringing their children back to our school. Full in-person; full day, full week implementation began the week of April 19 for our TK-8th grade students.

Challenges: The biggest challenge was recreating a new schedule for the full day/full week program in order to isolate our stable cohorts on the playground. Another challenge was not having the capability to continue offering a private, parent funded school bus for students that live outside the local community as the LA County health and safety guidelines stated bus capacity must be 25% of normal operating capacity.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of additional technology to continue 1:1 devices to learner access.	\$27,000.00	\$134.281	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

SCVi was able to purchase additional technology to continue and replace devices to reach a 1:1 device for learner access.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Our transition to distance learning was very successful as teachers received professional development on synchronous and asynchronous instruction including strategies and resources for distance learning. We were able to provide 1:1 technology devices to each learner to support at home learning. Connectivity devices “hot spots” were available to any family in need. Students with Individualized Education Plans continued to receive services. All distance learning services and instruction began the week immediately following school closure. One challenge was the postponing of our in-person special education assessments until health and safety guidelines permitted. Although many students participated successfully, there were some challenges with consistent engagement through online learning and attendance.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional academic services such as diagnostic assessment of learning needs, intensive instruction for addressing gaps in core academic skills, Edmentum, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learnings.	\$562,892 (Learning Loss Mitigation funds- total amount)	[\$562,892]	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions or budgeted expenditures for addressing pupil learning loss.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Prior to reopening, it was important to assess a broad set of indicators in relation to the Pupil Learning Loss.

Prior to reopening, it will be important to assess a broad set of indicators, such as student access to technology, connectivity and high-quality curricula, in addition to student attendance and engagement in remote learning, and experience with trauma and/or food or housing insecurity. Parents should also be surveyed to triangulate vital information regarding their child's social, emotional and academic needs experienced during distance learning in the spring.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Our school program is founded providing social emotional learning for all students. Therefore each teacher creates strong rapport both with and between students. This foundation enabled our teachers to be acutely aware of any students that had challenges social and emotionally. Teachers were able to reach out to both individual students and their parents when concerned. SST, Student Support Team, meetings with grade level teacher/s, school administrator/s and and school counselors when necessary. Appropriate services were provided as necessary. Our mental health team also created and provided weekly “Lunch Bunch” activities where students are encouraged to participate in SEL activities and to connect with peers.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Part of our social emotional learning program includes daily Morning Meetings (TK-5) and advisory (6-12) where teachers foster and encourage building rapport and relationships with and between students. Teachers also provided extra curricular activities “Design Techs” for learners in break out rooms. Facilitators contacted families when learners were absent from classes, scheduled SST meetings with all necessary support staff to create support and discuss strategies to encourage enrollment and participation. Leadership provided office hours and parent nights to encourage relationships, build rapport, and share all necessary information. Some challenges were learners still not participating in synchronous lessons and/or completing asynchronous assignments.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Our Cafe team distributed free breakfasts and lunches for all families with school age learners throughout the pandemic since school closure.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health, School Nutrition, Distance Learning	Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning.	\$562,892 (Learning Loss Mitigation funds-total amount)	5862,892	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no planned substantive differences between the planned actions and budgeted expenditures for the plan requirements.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We found through distance learning that some learners were not successful in submitting work or seeking assistance when they needed support. Some learners struggled with relating to content that was being taught on a virtual platform which led to learning losses. New goals and actions were created to address learning loss from distance learning.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

SCVi will continue to assess and address pupil learning loss by also addressing students with specialized needs of learning. Goals will specifically address EL students, Foster youth, and low income students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There was no substantive difference between the actions we wrote and actions that were implemented.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

There were challenges to meeting and implementing goals and actions due to the 19-20 transition from site to distance learning. SCVi was able to make a seamless transition from a site based model to a virtual model due to the 21st century learning model that was already in place. However; distance learning itself greatly impacted how actions were implemented. SCVi was not able to adequately support some actions while in distance learning. New challenges for learners socially and emotionally and understanding those socio economic challenges needed to be prioritized during the pandemic. Upon return from distance learning SCVi needed to address the socio dynamic of students being virtual for over a year. Both played a role in SCVi being unable to achieve all actions. Both experiences informed our LCAP this year.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Clarita Valley International	Tricia Luckeroth Regional Director Southern California	tricia.luckeroth@ileadschools.org 6614001714

Plan Summary 2021-2022

General Information

A description of the LEA, its schools, and its students.

Santa Clarita Valley International Charter School was the first site-based, or brick and mortar, charter school in the Santa Clarita Valley. It opened in 2008 with room for only 110 learners, which left 450 on a waiting list. SCVi Charter moved locations the next year and expanded, tripling their staff and their student base, they grew to 425 learners in year two. Over the years SCVi has steadily increased enrollment.

Santa Clarita Valley International, (SCVi), iLEAD's founding school, holds strongly the belief of 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, 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.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on this year's Dashboard, SCVi increased academic performance in both ELA and Math. In ELA by 11.3 points, and math by 19.8 points. In addition, SCVi increased by 12.3 percent on the college and career indicator with a 90% graduation rate. SCVi continues to make progress in chronic absenteeism and suspension rates. Both areas decreasing. Chronic absenteeism declined by 2.8% and suspension rate is just under 1%.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Although there was growth in academic performance, based on this year's Dashboard, we still see the need to make improvements in specific sub groups in both ELA, and overall in Math. SCVi will continue to work on implementing a plan to increase academic performance. School-wide intervention programs as well as continued professional development on small group instruction for added student support. Deeper analysis of sub group data will also be used for added increase in facilitator support.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

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 SCVi's Charter.

Key Features: The actions and services supporting goal #1 provide full funding for all teacher salaries in order to support equitable outcomes and academic achievement for all learners. It also provides for professional learning on topics including diversity, equity and inclusion, PBL, and academic content for facilitators to improve academic rigor and cohesiveness across all grade levels and subgroups. Emphasis will also be placed on a clean, safe learning environment as learners return to school.

Goal 2: Provide all learners with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

Key Features: The actions and services supporting goal #2 enable leadership and staff to further develop and utilize internal monitoring systems to support academic and social-emotional growth and achievement across all subgroups. This includes analysis of data to close achievement gaps in ELA and math, as well as ongoing monitoring of learners through MTSS, SEL and intervention support. Action steps to support ongoing high school program development for college and career readiness (as indicated on the CA School Dashboard) will expand high school opportunities for learners.

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.

Key Features: The actions and services supporting goal #3 support continued educational partner engagement through school/community events, surveys and parent meetings. Leadership and staff will ensure additional resources are provided to low income, foster/homeless, and English learners to to promote participation and involvement. The staff will continue to refine progress monitoring to minimize chronic absenteeism and/or behavior/suspension-related challenges.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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.

A summary of the feedback provided by specific stakeholder groups.

To continue to focus on increasing daily attendance,
Continue to focus on ways of increasing growth in academics. Specifically in the area of math,
Find additional ways to increase parent involvement in the school culture.
Parents felt more informed from communication portals and parent squares.
Students would like more after school enrichment and activities.
Staff indicated they like to consider more professional development in the area of vertical alignment.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

ELAC committee wanted to make sure EL goal was included in actions.

Goals and Actions

Goal

Goal #	Description
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 SCVi's Charter.

An explanation of why the LEA has developed this goal.

There is a need to continue to provide essential school services to meet the needs of learners and families, to identify individual needs, and to monitor progress of growth in Math and ELA. Through the needs assessment, resource inequities were discovered in the area of Students with Disabilities. Measurable outcomes have been developed that address the need for qualified staff in that area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
CTC Credential Data CALPADS Reports School Pathways Reports	90% of our teachers hold credentials				100% of the facilitators possess or are working toward a clear credential.
Panorama Survey Data , classroom observations , Formative Assessments, sign-in sheets	85% of staff utilize and attend professional development opportunities.				100% of staff will attend professional learning opportunities to improve rigor and cohesiveness across grade levels.
SBAC ELA & Math: Scale score points distance from standard. NWEA MAP: Percent of students who met their projected RIT goal. Monthly Data Protocols.	85%of staff utilize and implement tools provided from professional development, to help teacher expectations, promote learner's needs and teacher effectiveness.				SCVi will have an established professional working plan.100 % of staff will have a complete understanding of expectations, and assessment tools.
School Accountability Report Card (SARC) Facility Inspections Tool Panorama Survey Data	SCVi is rated "good" status as measured by (FIT) Fire drills are held on monthly basis each month. Disaster and Lockdown drills annually. According to Gallup Poll survey SCVi has a				SCVi will be rated with a "good" or "exemplary" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC). 100% of the onsite staff is trained in drills and safety. SCVi will have a grandMean rating of 4.2 in the Gallup Poll

	grandMean of 3.87 out of 5 students feel safe on campus.				survey on feeling physically and emotionally safe in the school's learning environment.
Panorama Survey Data Staff Survey Brightspace - LMS	85% of staff are collecting and tracking formative assessments. 85% percent of staff can accurately assess School wide learner outcomes. 75% of Learners have an understanding of School wide learning outcomes.				100% of the staff are able to demonstrate one or more ways that they implemented the SLOs in their daily work. 95% of learners will have an understanding site wide of what SCVi's student learning outcomes are.
Reclassification Rate, Reports of Progress, CA Dashboard English Language Progress Indicator, CAASPP results EL Attendance Records, NWEA Map Data	Leadership and facilitators meet monthly to analyze data in order to increase focused instruction in sub groups.				100% of staff will receive professional development on best practices to increase the effectiveness of instruction using California State Standards and how to analyze sub group data for focused instruction. Leadership and facilitators will meet twice a month for data analasis and help focused instruction
Elevation, CA Dashboard, CAASP results	Leadership and facilitators meet monthly to analyze EL data on a limited basis				90% of EL learners will receive and utilize additional resources to support academic achievement. 55% of EL learners will progress at least one ELPI (English Language Progress Indicator) Level or Maintain at ELPI Level 4 as indicated on the CA Dashboard. 15% of EL learners will be reclassified.
CA Dashboard, NWEA Map Data, CAASPP Results	Leadership and facilitators meet monthly to analyze Foster youth and homeless subgroups				100% of foster youth and homeless learners will receive additional resources to support academic achievement.
CA Dashboard, NWEA Map Data, CAASPP Results	Leadership and Facilitators meet monthly to analyze low income subgroup				100% of low income learners will receive additional resources to support academic achievement.

Professional Learning sign in sheets, Data Protocols, Professional learning plan/LCAP, Classroom observation rubric	Equity task force meets monthly to build foundational equity program to be implemented				100% of SCVi staff will receive professional development on diversity, equity and inclusion training.
Professional Learning sign in sheets, Data Protocols, Professional learning plan/LCAP,	MTSS team meets monthly to build a multi tiered support system, School counselors provide monthly informational resources on suicide prevention and intervention strategies and support.				100% of SCVi staff will receive professional development on suicide prevention, intervention and postvention.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Wages and Benefits (1000,3000)	Fund credentialed teachers (base teacher salaries and benefits) to provide instruction in all classrooms for all learners.	\$2,404,540.30	No
2	Professional Learning and Embedding CCS in Curriculum (1.2 5801 Makers, Camp Make) (repeated expenditure, Goal 1, Action 1)	Leadership will provide professional learning opportunities so that facilitators may improve academic rigor and cohesiveness across grade levels by embedding the common core and social and emotional standards in curriculum and instruction in order to equitably support student progress toward achieving mastery of Common Core State Standards. (WASC goal #1)	\$0.00	No
3	Professional Learning Plan (1.3 1210, 1310) (repeated expenditure, Goal 1, Action 1)	The staff will continue to design and refine the professional learning plan, that includes established teacher expectations and standards, staff assessment, and learners' needs in order to support teacher effectiveness. (WASC goal #3)	\$0.00	No
4	Clean, Safe, Innovative Spaces (5600)	The facilities team and onsite staff will ensure all learners and facilitators have clean, safe, innovative spaces in which to conduct onsite learning activities. This includes conducting regular drills and onsite staff training on safety.	\$484,355.00	No
5	Assessment and Monitoring System (4100 web apps) (repeated expenditure, Goal 1, Action	Leadership and staff will refine and further develop an assessment and monitoring system that includes collecting and tracking formative assessment data to determine learner progress toward achievement of the International Baccalaureate (IB) school-wide learner outcomes (SLOs) and academic California Common Core standards. (WASC action plan goal	\$0.00	No

	2)	#2)		
6	Data Analysis and Focused Instruction (4100 curr and support web app) (repeated expenditure, Goal 1, Action 2)	Leadership, facilitators, and staff will work to increase learner achievement through data analysis and focused instruction, including specific data and plans for the students with disabilities subgroup. (WASC action goal #5)	\$0.00	No
7	English Learner Academic Achievement (1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Leadership, facilitators, and staff will work to increase learner achievement through data analysis and focused instruction, including specific data and plans for the English Learner subgroup. (WASC action goal #5)	\$0.00	Yes
8	Foster Youth and Homeless Academic Achievement (1110; 1120;1310;2310) (repeated expenditure, Goal 1, Action 1)	Leadership, facilitators, and staff will work to increase learner achievement through data analysis and focused instruction, including specific data and plans for the foster youth and homeless subgroups. (WASC action goal #5)	\$0.00	Yes
9	Low-Income Learners (1110; 1120; 1310 2310) (repeated expenditure, Goal 1, Action 1)	Leadership, facilitators, and staff will work to increase learner achievement through data analysis and focused instruction, including specific data and plans for low income learner subgroup. (WASC action goal #5)	\$0.00	Yes
10	Diversity, Equity, and Inclusion (5200) (repeated expenditure, Goal 1, Action 2)	The leadership team will imbed diversity, equity and inclusion training into the professional learning plan to help ensure that staff create equitable practices and opportunity for all learners.	\$0.00	No
11	Suicide Prevention, Intervention, Postvention (5200) (repeated expenditure, Goal 1, Action 2)	The leadership team will provide professional development to staff on suicide prevention, intervention and postvention training for the benefit of all learners and their families.	\$0.00	No
12	Wages and Benefits (1.1 1210, 1310)	Certificated leadership will support learner academic achievement, standards aligned instruction, a clean, safe learning environment, while focusing on the training and development of best practices that support all learners.	\$313,800.00	No
13	Employee Services Support (1.1 5801 iCA Employee serv)	Employee Services will ensure all teachers possess or are working towards a clear credential in order to ensure opportunities and services, thus improving equitable outcomes and academic achievement for all learners.	\$84,213.90	No
14	Provide Support Services to High Needs Learners (1.1 1000, 3000 contrib)	All credentialed staff who support high needs learners (EL Coordinator, Community Liaison, School Counselors) will provide intentional support for creating diverse and inclusive classrooms, and effective evidence-based instructional strategies to reach English Learners, foster youth, and low income learners through mentoring, coaching, and reflective feedback	\$165,670.10	Yes

		meetings.		
15	Educational Support (1.1 5801 Makers, Camp Make, MTSS...)	Professional learning opportunities will be provided so that facilitators may improve academic rigor and cohesiveness across grade levels by embedding the common core and social and emotional standards in curriculum and instruction in order to equitably support learner progress toward achieving mastery of Common Core State Standards. (WASC goal #1)	\$611,065.50	No
16	Supplemental Support Focused on High Needs Learners (1.1 5801 iCA PD SEL MTSS contrib)	Professional development and contracted services specific to social-emotional learning and MTSS focused on high needs learners.	\$60,000.00	Yes
17	EL Support Services (1.1 5801 iCA EL supp contrib)	Additional ELD staff will provide English Learners with support for ELPAC testing through additional language support, ELlevation progress monitoring system, and academic guidance for learners who need additional language support.	\$16,957.50	Yes
18	Special Education Support (1.1 5852)	All special education staff who support special education learners will create diverse and inclusive learning environments and use effective evidence-based instructional strategies.	\$846,072.00	No
19	Professional Learning and Embedding CCS in Curriculum (1210, 1310) (repeated expenditure, Goal 1, Action 1)	Leadership will provide professional learning opportunities so that Facilitators may improve academic rigor and cohesiveness across grade levels by embedding the common core and social and emotional standards in curriculum and instruction in order to equitably support learner progress toward achieving mastery of Common Core State Standards. (WASC goal #1)	\$0.00	No
20	Professional Learning and Embedding CCS in Curriculum (1.2 4100)	Leadership will provide professional learning opportunities so that facilitators may improve academic rigor and cohesiveness across grade levels by embedding the common core and social and emotional standards in curriculum and instruction in order to equitably support learner progress toward achieving mastery of Common Core State Standards. (WASC goal #1)	\$99,885.00	No
21	Professional Learning and Embedding CCS in Curriculum (5200 PD)	Leadership will provide professional learning opportunities so that facilitators may improve academic rigor and cohesiveness across grade levels by embedding the common core and social and emotional standards in curriculum and instruction in order to equitably support learner progress toward achieving mastery of Common Core State Standards. (WASC goal #1)	\$31,728.00	No
22	Professional Learning Plan (5801 SEL and MTSS contrib) (repeated expenditure, Goal 1, Action 1)	The staff will continue to design and refine the professional learning plan, that includes established teacher expectations and standards, staff assessment, and learners' needs in order to support teacher effectiveness. (WASC goal #3)	\$0.00	Yes
23	Professional Learning Plan (1.3 5801 Makers Camp Make) (repeated expenditure, Goal 1, Action	The staff will continue to design and refine the professional learning plan, that includes established teacher expectations and standards, staff assessment, and learners' needs in order to support teacher effectiveness. (WASC goal #3)	\$0.00	No

	1)			
24	Professional Learning Plan (1.3 School Nutrition)	The staff will continue to design and refine the professional learning plan, that includes established teacher expectations and standards, staff assessment, and learners' needs in order to support teacher effectiveness. (WASC goal #3)	\$82,904.00	No
25	Clean, Safe, Innovative Spaces (1.4 5801)	The facilities team and onsite staff will ensure all learners and facilitators have clean, safe, innovative spaces in which to conduct onsite learning activities. This includes conducting regular drills and onsite staff training on safety.	\$29,301.60	No
26	Clean, Safe, Innovative Spaces (1.4 4325)	The facilities team and onsite staff will ensure all learners and facilitators have clean, safe, innovative spaces in which to conduct onsite learning activities. This includes conducting regular drills and onsite staff training on safety.	\$46,377.00	No
27	Clean, Safe, Innovative Spaces (1.4 2950)	The facilities team and onsite staff will ensure all learners and facilitators have clean, safe, innovative spaces in which to conduct onsite learning activities. This includes conducting regular drills and onsite staff training on safety.	\$137,087.10	No
28	Assessment and Monitoring System (1210;1310) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will refine and further develop an assessment and monitoring system that includes collecting and tracking formative assessment data to determine learner progress toward achievement of the International Baccalaureate (IB) school-wide learner outcomes (SLOs) and academic California Common Core standards. (WASC action plan goal #2)	\$0.00	No
29	Assessment and Monitoring System (1.5 5801 makers, camp make) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will refine and further develop an assessment and monitoring system that includes collecting and tracking formative assessment data to determine student progress toward achievement of the International Baccalaureate (IB) School-wide learner outcomes (SLOs) and academic California Common Core standards.(WASC action plan goal #2)	\$0.00	No
30	Data Analysis and Focused Instruction (1.6 5852) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will refine and further develop an assessment and monitoring system that includes collecting and tracking formative assessment data to determine learner progress toward achievement of the International Baccalaureate (IB) school-wide learner outcomes (SLOs) and academic California Common Core standards. (WASC action plan goal #2)	\$0.00	No
31	Data Analysis and Focused Instruction (1.6 1130) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will refine and further develop an assessment and monitoring system that includes collecting and tracking formative assessment data to determine learner progress toward achievement of the International Baccalaureate (IB) school-wide learner outcomes (SLOs) and academic California Common Core standards. (WASC action plan goal #2)	\$0.00	No
32	Data Analysis and Focused Instruction (1.6 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will refine and further develop an assessment and monitoring system that includes collecting and tracking formative assessment data to determine learner progress toward achievement of the International Baccalaureate (IB) school-wide learner outcomes (SLOs) and academic California Common Core standards. (WASC action plan goal #2)	\$0.00	No
			\$498,310.00	No

33	Data Analysis and Focused Instruction (1.6 2210)	Leadership and staff will refine and further develop an assessment and monitoring system that includes collecting and tracking formative assessment data to determine learner progress toward achievement of the International Baccalaureate (IB) school-wide learner outcomes (SLOs) and academic California Common Core standards. (WASC action plan goal #2)		
34	English Learner Academic Achievement (1.7 4100) (repeated expenditure, Goal 1, Action 2)	Leadership, facilitators, and staff will work to increase learner achievement through data analysis and focused instruction, including specific data and plans for the English Learner subgroup. (WASC action goal #5)	\$0.00	Yes
35	Foster Youth and Homeless Academic Achievement (1.8 4100) (repeated expenditure, Goal 1, Action 2)	Leadership, facilitators, and staff will work to increase learner achievement through data analysis and focused instruction, including specific data and plans for the Foster Youth and Homeless subgroups. (WASC action goal #5)	\$0.00	Yes
36	Low Income Learners (1.9 4100) (repeated expenditure, Goal 1, Action 2)	Leadership, facilitators, and staff will work to increase learner achievement through data analysis and focused instruction, including specific data and plans for the low income subgroups. (WASC action goal #5)	\$0.00	Yes
37	Diversity, Equity, and Inclusion (1.10 4100) (repeated expenditure, Goal 1, Action 2)	The leadership team will imbed diversity, equity and inclusion training into the professional learning plan to help ensure that staff create equitable practices and opportunity for all learners	\$0.00	No
38	Diversity, Equity, and Inclusion (1.10 1210;1310) (repeated expenditure, Goal 1, Action 1)	The leadership team will imbed diversity, equity and inclusion training into the professional learning plan to help ensure that staff create equitable practices and opportunity for all learners.	\$0.00	No
39	Suicide Prevention, Intervention, Postvention (1.11 1110; 1120;1310;2310) (repeated expenditure, Goal 1, Action 1)	The leadership team will provide professional development to staff on suicide prevention, intervention and postvention training for the benefit of all learners and their families.	\$0.00	No

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
2	Provide all learners with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

An explanation of why the LEA has developed this goal.

Based on input from all stakeholders, it has been determined that learners need access to credentialed facilitators, skilled in the creation of rigorous, deeper learning experiences within project-based learning, aligned with the California State Standards, including the California History Social Science and Next Generation Science standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
CAASPP data; NWEA MAP data	NWEA school growth summary index in ELA is -2.11. Math is -2.51				NWEA School growth summary index in ELA will increase by 3 points NWEA School growth summary Index in Math will increase by 3 points.
CAASPP data; NWEA MAP data, Panorama	Students are tracked as a whole to identify areas of improvement in ELA and math. 36.6% currently meet projected proficiency in math on CAASP, 56.6 % meet				100% of students and subgroups will be tracked to identify focus areas in math, reading and writing for students who did not meet standards. 40% of students will meet projected proficiency in Math on CAASP, 60% of students will

	projected proficiency in ELA				meet projected proficiency in ELA CAASP
Panorama Survey Data assessment and monitoring system, NWEA MAP DATA, CAASPP Data, Gallup Poll	SCVi Met or Exceeded Us overall standards in 3 out of 4 categories				100% of the students are able to demonstrate one or more ways that they implemented the SLOs in their daily work. SCVi will Meet or Exceed US overall scores in all four categories on Gallup Poll
National clearinghouse data, California State Dashboard	SCVi has a 90% graduation rate, 21% of students attend 4 year university. 62% attend 2 year Jr. college				100% of the students are able to demonstrate one or more ways that they implemented the SLOs in their daily work. SCVi will Meet or Exceed US overall scores in all four categories on Gallup Poll
MTSS, Advisor, parent university, lunch bunch	All students are provided social emotional strategies to promote SEL. Specialized sub group collaboration is in initial implementation phase.				100% of low income learners and their families will receive social emotional strategies/skills via facilitator support, counseling support, the family liaison, lunch bunches and/or parent/educator university webinars and workshops.
MTSS, advisor, parent university , EL Colab	All students are provided social emotional strategies to promote SEL. El learners are provided extra support for 15 minutes daily and extra support weekly with EL Facilitator.				100% of EL learners and their families will receive social emotional strategies/skills via facilitator support, counseling support, the family liaison, lunch bunches and/or parent/educator university webinars and workshops.
CAASP, NWEA map data	Students with disabilities are 102.7 points below standard in Math on CAASP, In ELA students with disabilities are 42.3 points below standard				With increased collaboration between general education teachers and special educational teachers, students with disabilities will increase their Math and ELA by 10 points.
California dashboard, CAASP data, School pathways	50.6 % of students are prepared college and career ready				SCVi will have a 56 percent of students prepared college and career

School Pathways, A-G course catalog	SCVi is in Year 1 of CTE offerings and has CTE pathways in Arts, media and entertainment				SCVi will have CTE certificated pathway completed 100 percent
School liaison, MTSS,	All students are provided social emotional strategies to promote SEL. Specialized sub group collaboration are in the initial implementation phase.				100% of foster youth and homeless learners and their families will receive social emotional strategies/skills via facilitator support, counseling support, the family liaison, lunch bunches and/or parent/educator university webinars and workshops.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Embedding Common Core and SEL Standards (4100) (repeated expenditure, Goal 1, Action 2)	Leadership, facilitators and staff will improve academic rigor and cohesiveness across grade levels by embedding the common core and social and emotional standards in curriculum and instruction in order to effectively support student progress toward achieving mastery of Common Core State Standards. (WASC action goal #1)	\$0.00	No
2	MTSS (1230) (repeated expenditure, Goal 1, Action 1)	Teachers and staff will continue to, through the creation of a MTSS, track and analyze CAASPP, NWEA/MAP, ELPAC and SEL participation and results for all learners and subgroups to identify focus areas in math, reading, and writing for learners who did not meet standard. (WASC action goal #5)	\$0.00	No
3	Assessment and Monitoring System (1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Leadership and facilitators will refine current practice and further develop an assessment and monitoring system that includes collecting and tracking formative assessment data to determine learner progress toward achievement of the International Baccalaureate (IB) school-wide learner outcomes (SLOs) and academic California Common Core standards. (WASC action plan goal #2).	\$0.00	No
4	High School Program Development (1230) (repeated expenditure, Goal 1, Action 1)	Leadership, the school counselor, and facilitators will continue to refine practices in the high school program in order to further prepare SCVi graduates for institutions of Higher Learning in order to provide greater opportunities for learners seeking a four-year degree. (WASC action goal #4)	\$0.00	No
6	SEL Low Income Learners (2.5 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Facilitators, school counselors, and staff will provide 1:1 social emotional strategies/skills to low income learners and their families via facilitator support, counseling support, lunch bunches and parent/educator university webinars and workshops to promote SEL.	\$0.00	Yes
7	SEL English Learners (2.6	Leaders, teachers, school counselors, and staff will provide 1:1 social emotional	\$0.00	Yes

	1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	strategies/skills to EL learners and their families via facilitator support, counseling support, the English Learner liaison, lunch bunches and/or parent/educator university webinars and workshops to increase SEL.		
8	Sped Collaboration (2.7 5852) (repeated expenditure, Goal 1, Action 1)	The general education and special education staff will increase collaboration to two times per month to strengthen resources and strategies to support special education learners in the mastery of the California content standards.	\$0.00	No
9	CCI (2.8 1210; 1310) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will ensure all high school learners have access to a broad course of study for the completion of college prep A-G, dual enrollment and CTE requirements, in order to prepare them for College and Career.	\$0.00	No
11	CTE Offerings (2.9 1210; 1310) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will increase CTE course offerings, develop CTE pathways and provide other hands-on career opportunities (work based learning, internships, etc) for high school learners in order to prepare then for College and Career.	\$0.00	No
11	Embedding Common Core and SEL Standards (2.1 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Leadership, facilitators and staff will improve academic rigor and cohesiveness across grade levels by embedding the common core and social and emotional standards in curriculum and instruction in order to effectively support learner progress toward achieving mastery of Common Core State Standards. (WASC action goal #1)	\$0.00	No
11	SEL Foster and Homeless youth (2.10 4100) (repeated expenditure, Goal 1, Action 2)	Leaders, facilitators, school counselors provide 1:1 social emotional strategies/skills to foster youth and homeless learners and their families via facilitator support, counseling support, lunch bunches and parent/educator university webinars and workshops to promote SEL.	\$0.00	Yes
12	Additional Support for High Needs Learners (2.2 2110)	Additional support staff will continue to support high needs learners and subgroups in focus areas of math, reading, and writing for learners who did not meet standard (WASC action goal #5).	\$161,692.00	Yes
13	MTSS (2.2 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Teachers and staff will continue to, through the creation of a MTSS, track and analyze CAASPP, NWEA/MAP, ELPAC and SEL participation and results for all learners and subgroups to identify focus areas in math, reading, and writing for learners who did not meet standard. (WASC action goal #5)	\$0.00	No
14	MTSS (2.2 5801) (repeated expenditure, Goal 1, Action 1)	Teachers and staff will continue to, through the creation of a MTSS, track and analyze CAASPP, NWEA/MAP, ELPAC and SEL participation and results for all learners and subgroups to identify focus areas in math, reading, and writing for learners who did not meet standard. (WASC action goal #5)	\$0.00	No
15	Assessment and Monitoring System (2.3 4100) (repeated expenditure, Goal 1, Action 2)	Leadership and facilitators will refine current practice and further develop an assessment and monitoring system that includes collecting and tracking formative assessment data to determine learner progress toward achievement of the International Baccalaureate (IB) school-wide learner outcomes (SLOs) and academic California Common Core standards. (WASC action plan goal #2).	\$0.00	No

16	Assessment and Monitoring System (2.3 5801) (repeated expenditure, Goal 1, Action 1)	Leadership and facilitators will refine current practice and further develop an assessment and monitoring system that includes collecting and tracking formative assessment data to determine learner progress toward achievement of the International Baccalaureate (IB) school-wide learner outcomes (SLOs) and academic California Common Core standards. (WASC action plan goal #2).	\$0.00	No
17	High School program development (2.4 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Leadership, the school counselor, and facilitators will continue to refine practices in the High School Program in order to further prepare SCVi graduates for institutions of Higher Learning in order to provide greater opportunities for students seeking a four-year degree. (WASC action goal #4)	\$0.00	No
18	SEL Low Income Learners (2.5 1230) (repeated expenditure, Goal 1, Action 1)	Facilitators, school counselors, and staff will provide 1:1 social emotional strategies/skills to low income learners and their families via facilitator support, counseling support, lunch bunches and parent/educator university webinars and workshops to promote SEL.	\$0.00	Yes
19	SEL English Learners (2.6 1230) (repeated expenditure, Goal 1, Action 1)	Leaders, teachers, school counselors, and staff will provide 1:1 social emotional strategies/skills to EL learners and their families via facilitator support, counseling support, the English Learner liaison, lunch bunches and/or parent/educator university webinars and workshops to increase SEL.	\$0.00	Yes
20	SEL English Learners (2.6 5200) (repeated expenditure, Goal 1, Action 2)	Leaders, teachers, school counselors, and staff will provide 1:1 social emotional strategies/skills to EL learners and their families via facilitator support, counseling support, the English Learner liaison, lunch bunches and/or parent/educator university webinars and workshops to increase SEL.	\$0.00	Yes
21	Sped Collaboration (2.7 1210; 1310) (repeated expenditure, Goal 1, Action 1)	The general education and special education staff will increase collaboration to two times per month to strengthen resources and strategies to support special education learners in the mastery of the California content standards.	\$0.00	No
22	Sped Collaboration (2.7 4400)	The general education and special education staff will increase collaboration to two times per month to strengthen resources and strategies to support special education learners in the mastery of the California content standards.	\$57,916.90	No
23	CCI (2.8 4100) (repeated expenditure, Goal 1, Action 2)	Leadership and staff will ensure all high school learners have access to a broad course of study for the completion of college prep A-G, dual enrollment and CTE requirements, in order to prepare them for College and Career.	\$0.00	No
24	CTE Offerings (2.9 4100) (repeated expenditure, Goal 1, Action 2)	Leadership and staff will increase CTE course offerings, develop CTE pathways and provide other hands-on career opportunities (work based learning, internships, etc) for high school learners in order to prepare then for College and Career.	\$0.00	No
25	SEL Foster and Homeless Youth (2.10 5200) (repeated expenditure, Goal 1, Action 2)	Leaders, facilitators, school counselors provide 1:1 social emotional strategies/skills to foster youth and homeless learners and their families via facilitator support, counseling support, lunch bunches and parent/educator university webinars and workshops to promote SEL.	\$0.00	Yes

26	SEL Foster and Homeless Youth (2.10 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Leaders, facilitators, school counselors provide 1:1 social emotional strategies/skills to foster youth and homeless learners and their families via facilitator support, counseling support, lunch bunches and parent/educator university webinars and workshops to promote SEL.	\$0.00	Yes
27	SEL Foster and Homeless Youth (2.10 1230) (repeated expenditure, Goal 1, Action 1)	Leaders, facilitators, school counselors provide 1:1 social emotional strategies/skills to foster youth and homeless learners and their families via facilitator support, counseling support, lunch bunches and parent/educator university webinars and workshops to promote SEL.	\$0.00	Yes
28	Embedding Common Core and SEL (2.1 4100) (repeated expenditure, Goal 1, Action 2)	Leadership, facilitators and staff will improve academic rigor and cohesiveness across grade levels by embedding the common core and social and emotional standards in curriculum and instruction in order to effectively support learner progress toward achieving mastery of Common Core State Standards. (WASC action goal #1)	\$0.00	No

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

Based on input from all stakeholders, 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Monday Message, Parent Square, Weekly Facilitator emails, SIS parent portal	83.3% of families agree they receive timely communication in a variety of ways				100% of families have access to school information through their Facilitator, the website, email, and/or other school Monday Message, Parent square application
Panorama survey, school culture campus events, volunteer system	74.8 % of parents agree there are multiple ways they can be involved with the school				80% of parents will agree they have multiple ways they can be involved in the school for stronger family, community engagement.
LCAP goals, panorama survey results	Leadership provides annual stakeholder update meetings.				SCVi leadership will hold stakeholder meetings 4 times per year
EL colab, Panorama survey, parent square	74.1% of parents agree their EL child receives additional support for their child				80% of English learners families will strongly agree their child receives additional support.
Panorama Survey, parent square	Leadership and staff collaborate with community organizations and provide resources to all learners, specific subgroup resource support is in the developmental process.				100% of foster youth and homeless families will agree they receive additional support .
Panorama survey, parent square	Leadership and staff collaborate with community organizations and provide resources to all learners, specific subgroup resource				100% of low income families will agree they receive additional support and resources from family liaison.

	support is in the developmental process.				
CA Dashboard, SIS, SARC attendance colab	SCVi has 18.5% of students chronically absent and a 1% suspension rate				Decrease chronic absenteeism to 15% and maintain 1% suspension rates on the CA School Dashboard.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Weekly Communication (5850)	The leadership team and staff will deliver school information and other forms of communication to educate and inform all families of program happenings, weekly, to increase family engagement.	\$18,000.00	No
2	Community Events (5823)	The leadership team, teachers and staff will facilitate family and community events such as musical, theatrical or other performances, art galleries, presentations of learning, exhibitions, service projects, family learning opportunities such as STEAM events, college or business fairs, talent shows, etc. to increase family engagement and for learners to share their artistic and academic endeavors with peers, parents and the community.	\$10,500.00	No
3	Stakeholder Feedback (1210; 1310) (repeated expenditure, Goal 1, Action 1)	Leadership will facilitate family meetings to provide program updates and to solicit stakeholder feedback for program improvement.	\$0.00	No
4	English Learner Family Support (1120)	The English Learner liaison will provide 1:1 resource support to ensure equitable opportunities for participation and input for English learners' families.	\$111,966.00	Yes
6	Low income Family Support (5823) (repeated expenditure, Goal 3, Action 2)	Leadership and staff will collaborate with community organizations to provide resource support to ensure equitable opportunities for participation and input for low income families.	\$0.00	Yes
7	Chronic Absenteeism (3.6 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will work with families and community resources as well as refine and continue progress monitoring for learners exhibiting issues with academics and SEL to minimize chronic absenteeism and/or behavior/suspension related challenges.	\$0.00	No
8	Weekly Communication (3.1 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	The leadership team and staff will deliver school information and other forms of communication to educate and inform all families of program happenings, weekly, to increase family engagement.	\$0.00	No
8	Foster Youth/Homeless Services (3.7 1230)	The homeless liaison will collaborate with community organizations to provide resource support to ensure equitable opportunities for participation and input for foster youth and	\$0.00	Yes

	(repeated expenditure, Goal 1, Action 1)	homeless families.		
9	Weekly Communication (3.1 2120)	The leadership team and staff will deliver school information and other forms of communication to educate and inform all families of program happenings, weekly, to increase family engagement.	\$143,000.00	No
10	Weekly Communication (3.1 5801 marketing and comm)	The leadership team and staff will deliver school information and other forms of communication to educate and inform all families of program happenings, weekly, to increase family engagement.	\$265,365.00	No
11	Weekly Communication (3.1 5900 Comm)	The leadership team and staff will deliver school information and other forms of communication to educate and inform all families of program happenings, weekly, to increase family engagement.	\$62,950.00	No
12	Weekly Communication (3.1 2410)	The leadership team and staff will deliver school information and other forms of communication to educate and inform all families of program happenings, weekly, to increase family engagement.	\$303,716.80	No
13	Community Events (3.2 5853)	The leadership team, teachers and staff will facilitate family and community events such as musical, theatrical or other performances, art galleries, presentations of learning, exhibitions, service projects, family learning opportunities such as STEAM events, college or business fairs, talent shows, etc. to increase family engagement and for learners to share their artistic and academic endeavors with peers, parents and the community.	\$50,000.00	No
14	Community Events (3.2 2110)	The leadership team, teachers and staff will facilitate family and community events such as musical, theatrical or other performances, art galleries, presentations of learning, exhibitions, service projects, family learning opportunities such as STEAM events, college or business fairs, talent shows, etc. to increase family engagement and for learners to share their artistic and academic endeavors with peers, parents and the community.	\$388,070.50	No
15	Community Events (3.2 4300s)	The leadership team, teachers and staff will facilitate family and community events such as musical, theatrical or other performances, art galleries, presentations of learning, exhibitions, service projects, family learning opportunities such as STEAM events, college or business fairs, talent shows, etc. to increase family engagement and for learners to share their artistic and academic endeavors with peers, parents and the community.	\$337,950.00	No
16	English Learner family support (3.4 1210; 1310) (repeated expenditure, Goal 1, Action 1)	The English Learner liaison will provide 1:1 resource support to ensure equitable opportunities for participation and input for English learners' families.	\$0.00	Yes
17	Low Income Family Support (3.5 1000s) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will collaborate with community organizations to provide resource support to ensure equitable opportunities for participation and input for low-income families.	\$0.00	Yes
18	Chronic Absenteeism (3.6	Leadership and staff will work with families and community resources as well as refine and	\$0.00	No

	5850) (repeated expenditure, Goal 3, Action 1)	continue progress monitoring for learners exhibiting issues with academics and SEL to minimize chronic absenteeism and/or behavior /suspension related challenges.		
19	Chronic Absenteeism (31.6 5801) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will work with families and community resources as well as refine and continue progress monitoring for learners exhibiting issues with academics and SEL to minimize chronic absenteeism and/or behavior/suspension related challenges.	\$0.00	No
20	Printing Materials (3.7 4345)	Outreach materials will be distributed throughout the community to ensure equitable opportunities for learners.	\$7,500.00	No

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.27%	\$433,139.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

When developing each action for SCVi, the needs of foster youth, English learners, and low-income learners were considered first through analysis of the CA School Dashboard, NWEA MAP results, SST, and attendance data by sub-population. Stakeholder feedback regarding safety, school events, diversity, equity and inclusion (DEI), and social-emotional well-being were also considered to develop a well-rounded plan that ensures the needs of these learners are being addressed.

The actions developed are effective in meeting the goals of foster youth, English learners, and low-income students by providing targeted instruction to support learner achievement within these sub-populations. The action steps also include growth for educators in DEI as they make adjustments to practices to best support these unduplicated learners. Additional resources will also be provided to support academic and social-emotional success of these learners.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

SCVi wants 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.
 Targeted support for each subgroup; both academically and social emotionally is provided as part of each our LCAP goals.
 English Learners: Reclassification launch of EL to best address achievement gaps and meet individual needs.
 English Learners: Prepare for transition to ELPAC: Attending professional development to implement the new changes required by the state to support EL Learners.
 English 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.
 Low-Income Learners: Additional counseling services for learners.
 Low-Income 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.
 Foster-Youth: Offer additional tutoring to support learning.
 Foster-Youth: Analyze academic data for the foster youth population. Use this data to guide our academic and social emotional support for this population.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,830,894.20				\$7,830,894.20	\$4,627,852.80	\$3,203,041.40

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Wages and Benefits (1000,3000)	All	\$2,404,540.30				\$2,404,540.30
1	2	Professional Learning and Embedding CCS in Curriculum (1.2 5801 Makers, Camp Make) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
1	3	Professional Learning Plan (1.3 1210, 1310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
1	4	Clean, Safe, Innovative Spaces (5600)	All	\$484,355.00				\$484,355.00
1	5	Assessment and Monitoring System (4100 web apps) (repeated expenditure, Goal 1, Action 2)	All					\$0.00
1	6	Data Analysis and Focused Instruction (4100 curr and support web app) (repeated expenditure, Goal 1, Action 2)	Student with Disabilities (SWD)					\$0.00
1	7	English Learner Academic Achievement (1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	English learner (EL)					\$0.00
1	8	Foster Youth and Homeless Academic Achievement (1110; 1120;1310;2310) (repeated expenditure, Goal 1, Action 1)	Foster Youth					\$0.00
1	9	Low-Income Learners	Low Income					\$0.00

		(1110; 1120; 1310 2310) (repeated expenditure, Goal 1, Action 1)						
1	10	Diversity, Equity, and Inclusion (5200) (repeated expenditure, Goal 1, Action 2)	All					\$0.00
1	11	Suicide Prevention, Intervention, Postvention (5200) (repeated expenditure, Goal 1, Action 2)	All					\$0.00
1	12	Wages and Benefits (1.1 1210, 1310)	All	\$313,800.00				\$313,800.00
1	13	Employee Services Support (1.1 5801 iCA Employee serv)	All	\$84,213.90				\$84,213.90
1	14	Provide Support Services to High Needs Learners (1.1 1000, 3000 contrib)	Foster Youth, English learner (EL), Low Income	\$165,670.10				\$165,670.10
1	15	Educational Support (1.1 5801 Makers, Camp Make, MTSS...)	All	\$611,065.50				\$611,065.50
1	16	Supplemental Support Focused on High Needs Learners (1.1 5801 iCA PD SEL MTSS contrib)	English learner (EL), Foster Youth, Low Income	\$60,000.00				\$60,000.00
1	17	EL Support Services (1.1 5801 iCA EL supp contrib)	English learner (EL)	\$16,957.50				\$16,957.50
1	18	Special Education Support (1.1 5852)	Student with Disabilities (SWD)	\$846,072.00				\$846,072.00
1	19	Professional Learning and Embedding CCS in Curriculum (1210, 1310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
1	20	Professional Learning and Embedding CCS in	All	\$99,885.00				\$99,885.00

		Curriculum (1.2 4100)						
1	21	Professional Learning and Embedding CCS in Curriculum (5200 PD)	All	\$31,728.00				\$31,728.00
1	22	Professional Learning Plan (5801 SEL and MTSS contrib) (repeated expenditure, Goal 1, Action 1)	English learner (EL), Foster Youth, Low Income					\$0.00
1	23	Professional Learning Plan (1.3 5801 Makers Camp Make) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
1	24	Professional Learning Plan (1.3 School Nutrition)	All	\$82,904.00				\$82,904.00
1	25	Clean, Safe, Innovative Spaces (1.4 5801)	All	\$29,301.60				\$29,301.60
1	26	Clean, Safe, Innovative Spaces (1.4 4325)	All	\$46,377.00				\$46,377.00
1	27	Clean, Safe, Innovative Spaces (1.4 2950)	All	\$137,087.10				\$137,087.10
1	28	Assessment and Monitoring System (1210;1310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
1	29	Assessment and Monitoring System (1.5 5801 makers, camp make) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
1	30	Data Analysis and Focused Instruction (1.6 5852) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
1	31	Data Analysis and	All					\$0.00

		Focused Instruction (1.6 1130) (repeated expenditure, Goal 1, Action 1)						
1	32	Data Analysis and Focused Instruction (1.6 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
1	33	Data Analysis and Focused Instruction (1.6 2210)	All	\$498,310.00				\$498,310.00
1	34	English Learner Academic Achievement (1.7 4100) (repeated expenditure, Goal 1, Action 2)	English learner (EL)					\$0.00
1	35	Foster Youth and Homeless Academic Achievement (1.8 4100) (repeated expenditure, Goal 1, Action 2)	Foster Youth					\$0.00
1	36	Low Income Learners (1.9 4100) (repeated expenditure, Goal 1, Action 2)	Low Income					\$0.00
1	37	Diversity, Equity, and Inclusion (1.10 4100) (repeated expenditure, Goal 1, Action 2)	All					\$0.00
1	38	Diversity, Equity, and Inclusion (1.10 1210;1310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
1	39	Suicide Prevention, Intervention, Postvention (1.11 1110; 1120;1310;2310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00

2	1	Embedding Common Core and SEL Standards (4100) (repeated expenditure, Goal 1, Action 2)	All					\$0.00
2	2	MTSS (1230) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	3	Assessment and Monitoring System (1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	4	High School Program Development (1230) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	6	SEL Low Income Learners (2.5 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Low Income					\$0.00
2	7	SEL English Learners (2.6 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	English learner (EL)					\$0.00
2	8	Sped Collaboration (2.7 5852) (repeated expenditure, Goal 1, Action 1)	Student with Disabilities (SWD)					\$0.00
2	9	CCI (2.8 1210; 1310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	11	CTE Offerings (2.9 1210; 1310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	11	SEL Foster and Homeless youth (2.10 4100)	Foster Youth					\$0.00

		(repeated expenditure, Goal 1, Action 2)						
2	11	Embedding Common Core and SEL Standards (2.1 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	12	Additional Support for High Needs Learners (2.2 2110)	Foster Youth, English learner (EL), Low Income	\$161,692.00				\$161,692.00
2	13	MTSS (2.2 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	14	MTSS (2.2 5801) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	15	Assessment and Monitoring System (2.3 4100) (repeated expenditure, Goal 1, Action 2)	All					\$0.00
2	16	Assessment and Monitoring System (2.3 5801) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	17	High School program development (2.4 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	18	SEL Low Income Learners (2.5 1230) (repeated expenditure, Goal 1, Action 1)	Low Income					\$0.00
2	19	SEL English Learners (2.6 1230) (repeated	English learner (EL)					\$0.00

		expenditure, Goal 1, Action 1)						
2	20	SEL English Learners (2.6 5200) (repeated expenditure, Goal 1, Action 2)	English learner (EL)					\$0.00
2	21	Sped Collaboration (2.7 1210; 1310) (repeated expenditure, Goal 1, Action 1)	Student with Disabilities (SWD)					\$0.00
2	22	Sped Collaboration (2.7 4400)	Student with Disabilities (SWD)	\$57,916.90				\$57,916.90
2	23	CCI (2.8 4100) (repeated expenditure, Goal 1, Action 2)	All					\$0.00
2	24	CTE Offerings (2.9 4100) (repeated expenditure, Goal 1, Action 2)	All					\$0.00
2	25	SEL Foster and Homeless Youth (2.10 5200) (repeated expenditure, Goal 1, Action 2)	Foster Youth					\$0.00
2	26	SEL Foster and Homeless Youth (2.10 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Foster Youth					\$0.00
2	27	SEL Foster and Homeless Youth (2.10 1230) (repeated expenditure, Goal 1, Action 1)	Foster Youth					\$0.00
2	28	Embedding Common Core and SEL (2.1 4100) (repeated expenditure, Goal 1, Action 2)	All					\$0.00
3	1	Weekly Communication (5850)	All	\$18,000.00				\$18,000.00
3	2	Community Events (5823)	All	\$10,500.00				\$10,500.00

3	3	Stakeholder Feedback (1210; 1310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
3	4	English Learner Family Support (1120)	English learner (EL)	\$111,966.00				\$111,966.00
3	6	Low income Family Support (5823) (repeated expenditure, Goal 3, Action 2)	Low Income					\$0.00
3	7	Chronic Absenteeism (3.6 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
3	8	Foster Youth/Homeless Services (3.7 1230) (repeated expenditure, Goal 1, Action 1)	Foster Youth					\$0.00
3	8	Weekly Communication (3.1 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
3	9	Weekly Communication (3.1 2120)	All	\$143,000.00				\$143,000.00
3	10	Weekly Communication (3.1 5801 marketing and comm)	All	\$265,365.00				\$265,365.00
3	11	Weekly Communication (3.1 5900 Comm)	All	\$62,950.00				\$62,950.00
3	12	Weekly Communication (3.1 2410)	All	\$303,716.80				\$303,716.80
3	13	Community Events (3.2 5853)	All	\$50,000.00				\$50,000.00
3	14	Community Events (3.2 2110)	All	\$388,070.50				\$388,070.50
3	15	Community Events (3.2 4300s)	All	\$337,950.00				\$337,950.00

3	16	English Learner family support (3.4 1210; 1310) (repeated expenditure, Goal 1, Action 1)	English learner (EL)					\$0.00
3	17	Low Income Family Support (3.5 1000s) (repeated expenditure, Goal 1, Action 1)	Low Income, Foster Youth, English learner (EL)					\$0.00
3	18	Chronic Absenteeism (3.6 5850) (repeated expenditure, Goal 3, Action 1)	All					\$0.00
3	19	Chronic Absenteeism (3l.6 5801) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
3	20	Printing Materials (3.7 4345)	All	\$7,500.00				\$7,500.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$516,285.60	\$516,285.60
LEA-wide Total:	\$516,285.60	\$516,285.60
Limited Total:		
Schoolwide Total:		

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	7	English Learner Academic Achievement (1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	LEA-wide	English learner (EL)	All Schools		\$0.00
1	8	Foster Youth and	LEA-wide	Foster Youth	All Schools		\$0.00

		Homeless Academic Achievement (1110; 1120;1310;2310) (repeated expenditure, Goal 1, Action 1)					
1	9	Low-Income Learners (1110; 1120; 1310 2310) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income	All Schools		\$0.00
1	14	Provide Support Services to High Needs Learners (1.1 1000, 3000 contrib)	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$165,670.10	\$165,670.10
1	16	Supplemental Support Focused on High Needs Learners (1.1 5801 iCA PD SEL MTSS contrib)	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$60,000.00	\$60,000.00
1	17	EL Support Services (1.1 5801 iCA EL supp contrib)	LEA-wide	English learner (EL)	All Schools	\$16,957.50	\$16,957.50
1	22	Professional Learning Plan (5801 SEL and MTSS contrib) (repeated expenditure, Goal 1, Action 1)	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$0.00
1	34	English Learner Academic Achievement (1.7 4100) (repeated expenditure, Goal 1, Action 2)	LEA-wide	English learner (EL)	All Schools		\$0.00
1	35	Foster Youth and	LEA-wide	Foster Youth	All Schools		\$0.00

		Homeless Academic Achievement (1.8 4100) (repeated expenditure, Goal 1, Action 2)					
1	36	Low Income Learners (1.9 4100) (repeated expenditure, Goal 1, Action 2)	LEA-wide	Low Income	All Schools		\$0.00
2	6	SEL Low Income Learners (2.5 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income	All Schools		\$0.00
2	7	SEL English Learners (2.6 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	LEA-wide	English learner (EL)	All Schools		\$0.00
2	11	SEL Foster and Homeless youth (2.10 4100) (repeated expenditure, Goal 1, Action 2)	LEA-wide	Foster Youth	All Schools		\$0.00
2	12	Additional Support for High Needs Learners (2.2 2110)	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$161,692.00	\$161,692.00
2	18	SEL Low Income Learners (2.5 1230) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income	All Schools		\$0.00
2	19	SEL English Learners (2.6 1230) (repeated	LEA-wide	English learner (EL)	All Schools		\$0.00

		expenditure, Goal 1, Action 1)					
2	20	SEL English Learners (2.6 5200) (repeated expenditure, Goal 1, Action 2)	LEA-wide	English learner (EL)	All Schools		\$0.00
2	25	SEL Foster and Homeless Youth (2.10 5200) (repeated expenditure, Goal 1, Action 2)	LEA-wide	Foster Youth	All Schools		\$0.00
2	26	SEL Foster and Homeless Youth (2.10 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Foster Youth	All Schools		\$0.00
2	27	SEL Foster and Homeless Youth (2.10 1230) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Foster Youth	All Schools		\$0.00
3	4	English Learner Family Support (1120)	LEA-wide	English learner (EL)	All Schools	\$111,966.00	\$111,966.00
3	6	Low income Family Support (5823) (repeated expenditure, Goal 3, Action 2)	LEA-wide	Low Income	All Schools		\$0.00
3	8	Foster Youth/Homeless Services (3.7 1230) (repeated expenditure, Goal 1,	LEA-wide	Foster Youth	All Schools		\$0.00

		Action 1)					
3	16	English Learner family support (3.4 1210; 1310) (repeated expenditure, Goal 1, Action 1)	LEA-wide	English learner (EL)	All Schools		\$0.00
3	17	Low Income Family Support (3.5 1000s) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$0.00

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2022-23:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2020–21 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.